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ABSTRACT

This manual is designed to accompany reports prepared by the Pennsylvania Department of Education for the 505 school districts in that state, summarizing results of the Educational Quality Assessment. The normative sample is described as being stratified on two dimensions: district enrollment and wealth. Administrative procedures are summarized. Ten goals of education are listed, including both cognitive and attitudinal goals. A table summarizes the tests and questionnaires used to assess accomplishment of these goals. Correlations are presented among these measures for the grade 5 normative sample. Percentile scores for schools are explained and a raw score conversion table is given for each measure; predicted score ranges for schools are based on 35 variables that are used to help interpret score reports. There is a brief discussion of the differences between norm referenced and criterion referenced score interpretation. Item response data are explained and presented for the state norms group. An anonymous but authentic school report is presented as an example. The appendix includes a copy of the teacher questionnaire, tips for working with the news media, and a figure showing the normal curve and percentile equivalents. (CTM)

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Educational Quality Assessment

Manual for Interpreting ELEMENTARY School Reports

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Pennsylvania Department of Education 1979

Educational Quality Assessment

Manual for Interpreting ELEMENTARY School Reports

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Division of Educational Quality Assessment
Pennsylvania Department of Education
1979

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PREFACE

This manual is designed to accompany school reports for a district. There is an interpretation manual for each of the three levels of schools assessed: elementary, intermediate and secondary. The manuals are not intended to stand alone; they are aids to school administrators and other staff members for understanding the reports of their respective schools.

Another publication complementing the information contained in this manual is *Getting Inside the EQA Inventory* which delves more deeply into the rationale, development and characteristics (reliability, validity other analyses) of the instruments used to measure the Goals of Quality Education.

With this publication and a school report in hand, the reader should have all the necessary tools to understand and interpret a school report. (A sample, but real, school report with marginal notations is replicated on the color pages of this manual.) Together, they enable one to become thoroughly acquainted with the goals, how they are measured and reported for each school, what the condition variables are, and what scores on these variables mean.

BACKGROUND

Educational Quality Assessment operates under a 1963 legislative mandate (Act 299) that required the State Board of Education to:

> ...develop or cause to be developed an evaluation procedure designed to measure objectively the adequacy and efficiency of the educational programs offered by the public schools of the Commonwealth.... The evaluation procedure shall be so constructed and developed as to provide each school district with relevant comparative data to enable directors and administrators to more readily appraise the educational performance and to effectuate without delay the strengthening of the district's educational program....

EQA was operational in 300 of the Commonwealth's 505 school districts from 1970 to 1973 on a voluntary basis. In November 1973, the State Board of Education established a timetable to assess all schools in the Commonwealth during the school years 1973-74, 1974-75 and 1975-76. With the completion of this mandated cycle, EQA was offered on a voluntary basis in 1976-77 to those districts that were assessed in 1973-74. Since extensive revision of the measurement instruments was accomplished in 1977, the State Board elected to make participation in the 1977-78 school year assessment voluntary which policy is currently in effect.

NORMATIVE SAMPLE

It is generally felt that whenever you have a large sample of schools from across the state, the sample should be representative of the state as a whole. However, since the Educational Quality Assessment program at present uses volunteer districts only, it is important to demonstrate that the sample in a given year is proportionally representative of the state. In order to determine this, each district in the state was classified into one of nine cells. The cell limits were determined by splitting the districts on wealth (personal income/weighted average daily membership, WADM) by thirds and size (district enrollment) by thirds.

Personal Income/WADM

District Enrollment	*High* ≥ $19,621	*Medium* $15,431-$19,620	*Low* ≤ $15,430	
Small ≤ 2,465	34/10	39/12	95/29	168/51
Medium 2,466-4,243	52/16	65/20	51/15	168/51
Large ≥ 4,244	82/25	64/19	22/7	168/51
	168/51	168/51	168/51	

Within each cell there are two numbers. The number to the left of the slash represents the total number of districts in the state comprising a cell. The number on the right of the slash represents a 30% sample of the districts in the cell.

The 1978 volunteer districts placed a satisfactory proportion of the total number of districts in each cell. However, the one hundred and twenty-five 1979 volunteer districts do not adequately fill each of the cells. Therefore, it was decided to select districts from the 1978 sample to fill the sample to a 30% level shown above. One hundred and fifty-three districts form a 30% state sample. Districts were selected so that each geographic region [denoted by intermediate units (IUs)] was represented. The 30% state sample contains at least three districts from each IU in the Commonwealth (except IU #2 and IU #26, which are the cities of Pittsburgh and Philadelphia). There were no schools involved in 1978 or 1979 from Pittsburgh or Philadelphia. However, urban districts are included in the 30% sample–Erie, Harrisburg, Lancaster, Reading and Scranton.

ADMINISTRATION PROCEDURES

The superintendent of each participating district, when returning the initial application, appointed a representative to coordinate EQA activities at each of the grade levels. These representatives were scheduled to attend a regional workshop, where their duties and responsibilities were explained. At these meetings the *School Representative's Handbook* and *Monitor's Handbook*, designed to standardize administration procedures, were discussed. In addition, the representatives were briefed on the background of EQA and, by viewing a sample school report, learned what they could expect in return for their efforts.

The district representatives first administered teacher questionnaires (see Appendix A) to gain additional information about the school from the teachers' perspective, as well as information about the teachers. Teachers respond anonymously, placing only the district name and school name on the questionnaire. *All* classroom teachers (i.e., spending more than 50 percent of their time in classroom instruction) are asked to fill out questionnaires; no sampling procedures are used.

The parents of the students to be tested were informed of the questionnaire administration and purposes of the assessment program. Parents who did not wish to have their children participate could have them excluded by notifying the school principal in writing. Questionnaires were available at the school for review by interested parties.

Although there was an option to use large group testing, most districts used the individual classrooms as test sites for grade 5 administration. Therefore, teachers were most often used as monitors.

The administration of the questionnaires took about 2-1/2 hours of student time. Most districts gave the questionnaire using two sittings on two different days. The monitors were given printed directions to standardize the administration.

To assure confidentiality and anonymity of responses, students did not place their names on the machine-scorable answer sheets. However, in most districts all the students used the same answer sheet for all sessions. Students were informed that they could skip any item which they felt was too personal.

The sections of the questionnaire have no time limits for completion. The *Monitor's Handbook* lists time ranges that might be expected for each section but with the direction: *Students should be given ample time to finish each section.*

Parental occupational and educational information for grade 5 students was obtained from school records or parental survey forms. Teachers or clerical staff coded the information on answer sheets in a random sequence.

The envelopes containing the completed teacher questionnaires and the completed student answer sheets were mailed for scanning, scoring, compilation and analysis.

NATURE OF THE QUESTIONNAIRES

The Pennsylvania Student Questionnaires measure, by aggregating student scores, a school's status on the Ten Goals of Quality Education.

PENNSYLVANIA'S TEN GOALS OF QUALITY EDUCATION

Quality education should:

I	**Help every child acquire the greatest possible understanding of himself or herself and appreciation of his or her worthiness as a member of society.**
II	**Help every child acquire understanding and appreciation of persons belonging to other social, cultural and ethnic groups.**
III	**Help every child acquire, to the fullest possible extent, mastery of the basic skills in the use of words and numbers.**
IV	**Help every child acquire a positive attitude toward the learning process.**
V	**Help every child acquire the habits and attitudes associated with responsible citizenship.**
VI	**Help every child acquire good health habits and an understanding of the conditions necessary for maintaining of physical and emotional well-being.**
VII	**Give every child opportunity and encouragement to be creative in one or more fields of endeavor.**
VIII	**Help every child understand the opportunities open to him or her to prepare for a productive life and help each child to take full advantage of these opportunities.**
IX	**Help every child to understand and appreciate as much as possible of human achievement in the natural sciences, the social sciences and the humanities and the arts.**
X	**Help every child to prepare for a world of rapid change and unforeseeable demands in which continuing education throughout adult life should be a normal expectation.**

These comprehensive goals, adopted in 1965, were reaffirmed by the State Board of Education in January 1974.

Table 1 contains a summary of the instruments with names for the areas covered for each goal, a description of the scales, the number of items and sample items.

The EQA process now uses *matrix sampling*–a method whereby each student takes only a portion of the total number of items for every measured area. This sampling process permits broadening the scope of the instruments while simultaneously decreasing the time needed for administration. The 1974-77 mathematics test, for example, contained 30 items. Each student was given all 30 items, and a school mean score was the average of the individual student scores on the 30 items. The present mathematics test contains 60 items which are divided into three test forms– 20 mathematics items per form. Although the process for determining a school mean mathematics score is somewhat more complicated, the general idea is to calculate a mean score for each form and then sum the three mean scores. Thus, the maximum possible school mean score would be 20 + 20 + 20, or 60. The minimum is 0. Although the possible mean score range is 0 to 60, means range from about 28 to 48.

For additudinal measures, responses are not considered right or wrong, but are viewed as falling along a continuum with a preferred direction given. For Goal I, responding STRONGLY AGREE is considered to be the most favorable response to a positive item and is given a weighted score of 3. Weights of 2, 1 and 0 are assigned to the other three responses. The maximum score per form would be 33 (11 items x the weight of 3 for the most preferred response for each item). The minimum would be 0. The maximum school score for Goal I would be 33 + 33 + 33 or 99, i. e., the maximum score per form summed. Therefore, the theoretical score range is 0 to 99.

The interdependence among goal areas is illustrated by the correlation matrix in Table 2. For example, the correlation of 0.39 between Goal I and Goal IV indicates that in schools where self-esteem scores are higher, the school interest scores likewise tend to be higher. This is not to say that a higher self-esteem will cause a student to like school more, or vice versa. Cause-effect conclusions from correlational information is untenable. Also apparent are the high correlations among the cognitive measures - Goals III-V, III-M, III-W, V-K, VIII, IX-K and X.

A more detailed discussion of the development and the rationale for each measuring instrument can be found in *Getting Inside the EQA Inventory*. This publication includes reliability and validity information.

The State Board of Education has recently adopted a new set of twelve goals. The Educational Quality Assessment staff, observing the direction being taken in the goal revision process, incorporated many aspects of the new goals into the present package while still covering the Ten Goals. The main objective in the present assessment is to reflect what educators in the Commonwealth feel would be useful in improving their school programs.

TABLE 1

SUMMARY OF INSTRUMENTS

GOAL NUMBER AND NAME	SCALE DESCRIPTION	NO. OF ITEMS	SAMPLE ITEMS	RESPONSE CHOICES
I SELF-ESTEEM	Students are asked to relate their feelings of success and feelings of acceptance – primarily in the school setting.	33 (11)	I get along well with kids in my class. I feel that my teachers understand me. I am able to do many things well in school.	SA = Strongly Agree MA = Mostly Agree MD = Mostly Disagree SD = Strongly Disagree
II UNDERSTANDING OTHERS	Students are asked to respond to approaches and interactions with persons of differing skin color, religious beliefs, physical characteristics, socio-economic status or cultural tradition.	45 (15)	**Would you mind sitting in class beside a student who:** Has few friends because of the way he or she looks? Is very much like you, but whose skin color is different from yours? Is much poorer than you? Belongs to a religion which you do not belong to? Is from another country and doesn't speak English very well?	A = Yes B = I think so C = I don't know D = I don't think so E = No
III-R BASIC SKILLS: READING	**Literal** - comprehension of details, relationships, and major ideas explicitly stated in a passage. **Inferential** - comprehension of details, relationships and major ideas implied in a passage and use of contextual information as a cue to meaning.	48 (16)	[A wide variety of reading materials was used to cover the many different styles, purposes and types of content in written matter the reader encounters in-school and leisure]	[Four, multiple-choice options]
III-W BASIC SKILLS: WRITING SKILLS	**Mechanics and usage** - the use of rules and conventions necessary for effective written communication, **Sentence sense** - the use of clear, economical, and effective sentences which avoid the pitfalls of poor writing, **Paragraph organization and development** - the use of coherence, unity, and transition in the organization and development of paragraphs and larger units, **Effectiveness and appropriateness** - the use of the most effective or appropriate tone, style, or flavor for a given purpose, audience, or situation.	45 (15)	Choose the answer that is a complete sentence. Choose the best way of combining the sentences. John threw the ball. Mary was hit by the ball.	A Happily skipping down our street. B Singing happily, I skipped down our street. C Singing and skipping happily down our street. D Skipping down our street and singing happily. A Mary threw the ball and hit John. B John was hit by the ball. C John hit Mary with the ball. D John threw the ball to Mary and was hit.

TABLE 1 (Continued)

GOAL NUMBER AND NAME	SCALE DESCRIPTION	NO. OF ITEMS	SAMPLE ITEMS	RESPONSE CHOICES
III-M BASIC SKILLS: MATHEMATICS	Items measure mathematical concepts, computation and/or problem-solving.	60 (20)	[Items include questions about: number systems, numeration and notation, geometry, measurements, number pattern and relationships, and other topics]	[Four, multiple-choice options]
IV INTEREST IN SCHOOL AND LEARNING	Students are to display their feelings on the climate and learning atmosphere in the school, the educational experiences the school provides, the quality of the personal interactions it fosters between student and educator, and the students' attitudes toward learning.	27 (9)	HOW DO YOU FEEL: When you think about your schoolwork? When you learn about science in school? When you are given a book for a birthday present?	VH = Very Happy LH = A Little Happy LU = A Little Unhappy VU = Very Unhappy
V-A SOCIETAL RESPONSIBILITY	Students are asked if they will assume responsibility for their actions and the actions of groups to which they belong, work cooperatively, demonstrate integrity when dealing with others, and take the initiative and assume leadership, as well as support group efforts as followers.	27 (9)	If a store clerk gave me too much change, I would return the extra money. I would help with a class project even if I did not like it. If I saw some kids starting fires in an alley, I would report it.	Y = Yes M = Maybe N = No
V-K KNOWLEDGE OF LAW/GOVERNMENT	Three major areas of knowledge were identified as essential to good citizenship. They are broadly described as knowledge of government, knowledge of law and knowledge of interdependence of people.	21 (7)	The main job of Congress is to For a person to get a law changed, it is illegal to A major purpose of the United Nations is to	A make sure laws are obeyed. B make laws. C decide whether someone has broken the law. D make everybody happy with the laws. A join political action groups. B lobby. C pay someone to have it changed. D make campaign contributions. A help nations settle arguments without fighting. B organize student exchange programs between nations. C replace nations with a world government. D spread democratic government to all nations.

TABLE 1 (Continued)

GOAL NUMBER AND NAME	SCALE DESCRIPTION	NO. OF ITEMS	SAMPLE ITEMS	RESPONSE CHOICES
VI KNOWLEDGE OF HEALTH/SAFETY	Students are to demonstrate knowledge of how to take care of themselves and how to keep physically fit, what the requirements are for physical and mental health and what practices, harmful to health, should be avoided.	45 (15)	Which of the following is a safety rule to follow when riding a bicycle?	A Ride on the right side of the road. B Ride on the left side of the road. C Ride on the sidewalk. D Wear dark-colored clothing when you ride.
			A balanced diet includes foods that are	A digested quickly and easily. B high in proteins and vitamins. C from each of the four basic food groups. D low in calories and fats.
			If you burn yourself, you should first	A put butter on the burn. B run cold water on the burn. C cover the burn tightly with a clean bandage. D put nothing on the burn.
VII CREATIVE ACTIVITIES	Activities are included in a wide variety of fields, not only the sciences and the arts, but also the organization of human affairs and the development and exercise of salable skills in the production of any of a host of practical things that enrich our way of living.	36 (12)	During the last three years, how many times have you done the following? Designed and carried out a science experiment with plants or animals? Made a drawing or a sketch? Made up a plan for solving a problem of your community or school?	A = Have not done the activity. B = Have done the activity once. C = Have done the activity 2 or 3 times. D = Have done the activity about 5 times. E = Have done the activity about 8 times (or more).
VIII CAREER AWARENESS	The students are queried on their awareness of duties, training, abilities and educational requirements of various occupations, an understanding of the labor market conditions, and skills in gathering such data, such as knowledge of occupational clusters and publications.	42 (14)	For which of these workers is the ability to spell correctly most important?	A mail carrier B waitress C secretary D bookkeeper
			Which job does NOT require a college degree?	A computer operator B veterinarian C lawyer D teacher
			Which worker would spend a lot of time working with a sewing machine?	A upholsterer B clothing salesperson C laundry worker D model

TABLE 1 (Continued)

GOAL NUMBER AND NAME	SCALE DESCRIPTION	NO. OF ITEMS	SAMPLE ITEMS	RESPONSE CHOICES
IX-A APPRECIATING HUMAN ACCOMPLISHMENTS	Student openness is displayed by a willingness to engage in listening, watching or reading activities relating to significant accomplishments In addition, the student reaching the higher levels of openness will display willingness to learn about accomplishments and what is entailed in producing them.	57 (19)	WOULD YOU WANT TO: Read a science magazine? Watch an artist make an art object or painting? Go to a play that has a lot of songs in it?	A = Would want to B = Might want to C = Don't know D = Don't think I'd want to E = Would not want to
IX-K KNOWLDEGE OF HUMAN ACCOMPLISHMENTS	Students are asked to demonstrate recognition of persons, theories or ideas, works, inventions or phenomena. Students are expected to be able to recognize the names of prominent persons and concepts to which they should have been exposed within the school setting.	45 (15)	What area is most closely related to the following? John Philip Sousa Electronics Legislature Martin Luther King Rembrandt Abraham Lincoln Edgar Allan Poe Nutcracker Suite	M = Music or Dance S = Science or Medicine A = Art W = Writing, Books or Plays G = Government or Politics ? = Don't Know
X INFORMATION USAGE	Students are asked to show that they are able to examine problems in a logical way, to identify them properly, to seek whatever information is needed to establish facts, to be aware of the consequences of decisions, and to have the ability to choose courses of action which are most congruent with their own values and desires.	33 (11)	Debbie and her parents are planning to drive from Pennsylvania to a national park in Florida. Which of the following would be most helpful in deciding on the best way to get there? Jim has a newspaper route. He delivers his papers each day after school. Yesterday his bike broke. Because of this, he is afraid he will be unable to deliver all of his papers today. His father is away on a trip and won't be home until tomorrow. What are you most sure about from the story?	A Go to a national park in Pennsylvania and ask for their help. B Send for a map of the national park. C Get road maps of the eastern states of the U.S. D Look at the world atlas. A Jim's father often goes away on trips. B Jim does not think he can get his papers delivered by walking. C Jim uses his bike to deliver papers because he does not like walking. D Jim's bike is old.

Note: The number appearing in parenthesis indicates the number of items per form.

TABLE 2

CORRELATION COEFFICIENTS AMONG SCHOOL GOAL SCORES - GRADE 5, N=637

1979 Normative Group

		I	II	III-R	III-W	III-M	IV	V-A	V-K	VI	VII	VIII	IX-A	IX-K
I	Self-Esteem													
II	Understanding Others	.46												
III-R	Basic Skills: Reading	.39	.62											
III-W	Basic Skills: Writing	.44	.62	.85										
III-M	Basic Skills: Mathematics	.42	.52	.78	.79									
IV	Interest in School and Learning	.39	.24	.04	.06	.04								
V-A	Societal Responsibility	.43	.41	.25	.24	.22	.53							
V-K	Knowledge of Law/Government	.41	.52	.72	.70	.68	.04	.20						
VI	Health Knowledge	.38	.57	.79	.77	.73	-.01	.27	.69					
VII	Creative Activities	.21	.19	.19	.28	.18	.07	-.03	.16	.15				
VIII	Career Awareness	.42	.60	.84	.82	.76	-.03	.23	.73	.83	.21			
IX-A	Appreciating Human Accomplishments	.34	.33	.01	.05	.05	.53	.46	.08	.02	.15	.03		
IX-K	Knowledge of Human Accomplishments	.44	.60	.72	.76	.69	.05	.17	.71	.68	.34	.77	.13	
X	Information Usage	.43	.62	.86	.82	.74	.04	.26	.71	.79	.21	.85	.06	.74

NOTE: All correlation coefficients have been rounded to two decimal places.

$r \geq 0.08$ is significant at the .05 level.

$r \geq 0.11$ is significant at the .01 level.

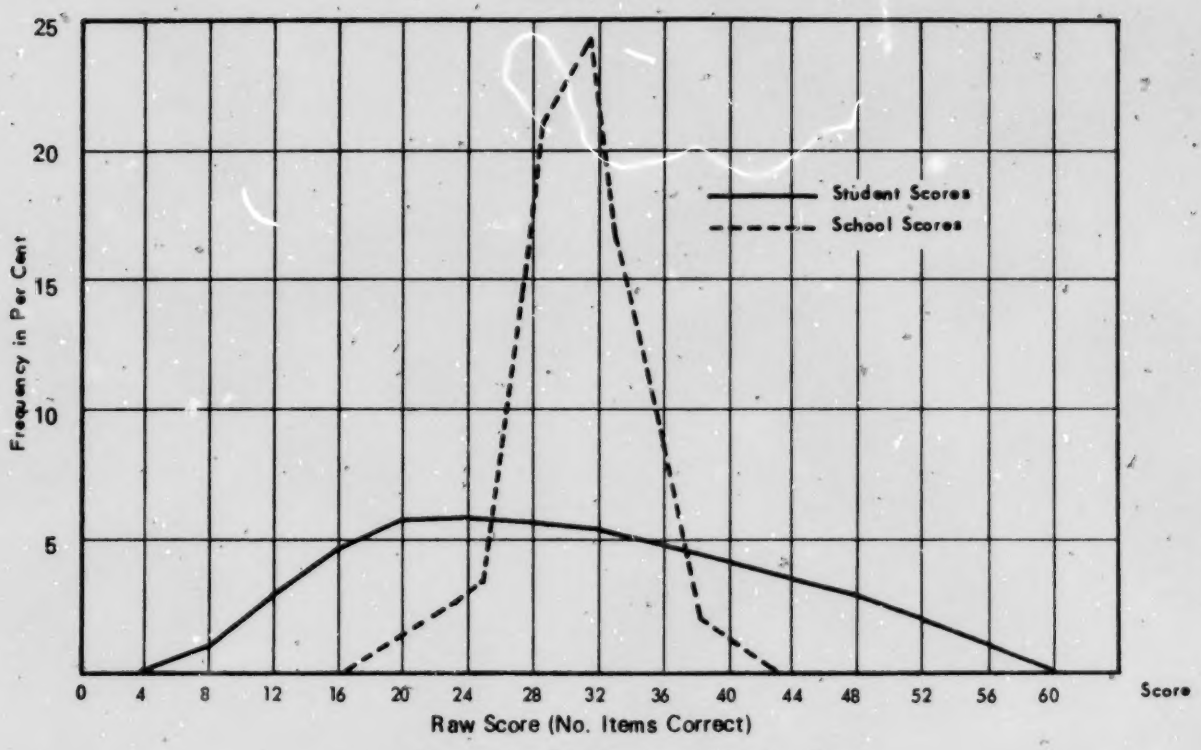
PERCENTILE RANK BY GOAL

The school's percentile rank in the state on each goal is determined by comparing the school score to the scores of a group of *normative* schools. Percentile scores range from 1 to 99. A percentile score of 75, for example, means that 75 per cent of the schools in the state (or, more precisely, the statewide sample) scored lower on the measurement than the school at the 75th percentile. It does not mean that the students of the school answered 75 per cent of the questions correctly or favorably.

Table 3 graphically represents the normative method of scoring by showing, at five-percentile intervals, how the raw score averages for a school translate to percentiles. For example, Upper Penn Elementary School's score of 63.23 on Goal I places the school at the 70th percentile, which means that 70 per cent of the schools statewide had lower school scores on this goal.

The reader may note the small score difference between a 60th percentile score and 65th percentile score. This occurs because of the limited range of school means. In a given school student scores on, say, Goal III-M may range from 8-56, whereas the school mean, or average, score might be 30.31. This is true in each school, as illustrated by the frequency distribution below.

SAMPLE



Comparative Distributions of Student Scores and School Scores on Goal III-M

TABLE 3

1979 PENNSYLVANIA SCHOOL NORMS - GRADE 5 SCHOOLS 1979

PERCENTILE DISTRIBUTION	GOAL I	GOAL II	GOAL III-R	GOAL III-W	GOAL III-M	GOAL IV	GOAL V-A	GOAL V-K	GOAL VI	GOAL VII	GOAL VIII	GOAL IX-A	GOAL IX-K	GOAL X	PERCENTILE RANK
PERCENTILE RANK	SELF-ESTEEM	UNDERSTANDING OTHERS	BASIC SKILLS READING	BASIC SKILLS WRITING	BASIC SKILLS MATHEMATICS	INTEREST IN SCHOOL AND LEARNING	SOCIETAL RESPONSIBILITY	KNOWLEDGE OF LAW/GOVERNMENT	KNOWLEDGE OF HEALTH/SAFETY	CREATIVE ACTIVITIES	CAREER AWARENESS	APPRECIATING HUMAN ACCOMPLISHMENTS	KNOWLEDGE OF HUMAN ACCOMPLISHMENTS	INFORMATION USAGE	PERCENTILE RANK
95	67.20	133.00	32.83	33.57	43.26	59.80	46.71	13.20	32.85	62.38	28.18	164.00	27.03	22.36	95
90	65.65	128.92	31.56	32.60	41.74	58.85	45.83	12.63	32.13	59.79	27.53	159.78	25.97	21.69	90
85	64.88	126.95	31.00	31.90	40.98	58.41	45.38	12.24	31.80	58.54	27.07	157.31	24.90	21.20	85
80	64.27	125.49	30.46	31.26	40.19	57.81	45.12	12.05	31.42	57.74	26.60	155.52	24.00	20.75	80
75	63.79	124.31	30.00	30.87	39.52	57.19	44.73	11.68	31.17	56.76	26.18	153.82	23.44	20.36	75
70	63.23	123.33	29.52	30.38	38.86	56.88	44.42	11.48	30.84	55.99	25.89	152.30	22.83	19.99	70
65	62.89	122.16	29.07	29.90	38.44	56.46	44.08	11.31	30.57	55.18	25.57	151.00	22.47	19.58	65
60	62.60	121.14	28.44	29.54	38.00	56.08	43.84	11.14	30.25	54.44	25.27	150.13	22.06	19.21	60
55	62.33	120.08	27.95	29.14	37.50	55.71	43.60	10.97	30.04	53.77	25.01	149.25	21.71	18.86	55
50	61.85	119.13	27.58	28.78	36.93	55.23	43.36	10.72	29.75	52.93	24.72	148.00	21.33	18.54	50
45	61.38	118.25	27.07	28.42	36.52	54.78	43.00	10.54	29.49	51.94	24.45	146.58	21.00	18.26	45
40	60.93	117.36	26.56	27.95	36.03	54.37	42.65	10.35	29.11	51.12	24.08	145.42	20.62	18.00	40
35	60.55	115.96	26.16	27.59	35.49	53.97	42.44	10.19	28.82	50.38	23.77	144.68	20.32	17.64	35
30	60.06	114.92	25.62	27.14	35.14	53.50	42.12	9.97	28.46	49.66	23.45	143.44	19.94	17.32	30
25	59.68	113.94	24.95	26.63	34.59	52.94	41.84	9.75	27.91	48.88	23.08	141.77	19.45	16.95	25
20	59.21	112.54	24.42	26.06	33.90	52.32	41.37	9.52	27.50	48.03	22.67	140.30	18.98	16.54	20
15	58.56	111.30	23.34	25.57	33.04	51.56	40.72	9.26	26.83	47.02	22.18	138.20	18.43	16.07	15
10	57.67	109.45	22.22	25.09	32.08	50.58	40.24	8.95	26.09	46.09	21.38	135.63	17.68	15.44	10
5	56.07	106.62	21.09	23.92	30.68	49.58	39.00	8.45	24.97	44.06	20.28	131.23	16.98	14.70	5
STATE MEAN	61.67	119.24	27.31	28.71	36.91	55.01	43.08	10.76	29.40	52.91	24.56	147.71	21.57	18.58	
STANDARD DEVIATION	3.34	8.37	3.68	2.99	3.86	3.35	2.51	1.48	2.45	5.66	2.42	9.88	3.14	2.44	

Correlation Matrices

Table 7 shows the relationship between a given condition variable and school scores on the 14 areas. Here again the reader is warned against constructing a cause-effect relationship from a correlation.

Table 8, which shows the intercorrelation among the condition variables themselves, although open to the same warning as above, suggests one of the reasons why cause-effect relationships are so dangerous. No variable exists in isolation; many interrelationships exist. The average class size, if changed, would alter the tuition rate and the teacher educational level. It is true, at the same time, that average class size may vary according to the socio-economic level of the community (Parental occupation).

TABLE 4

CONDITION VARIABLES

No.	VARIABLE AND COMPUTER CODE	MEASURE	WEIGHTING	INDEX DESCRIPTION
1	GRENROLL (Grade enrollment)	The school administrator reported enrollment of the grade under consideration.	Actual number of students in the participating grade.	A higher value indicates a larger grade enrollment.
2	PCTTITLI (Percentage of eligible Title I students)	The per cent of students reported to the Department that are eligible for Title I.	Expressed to nearest tenth of a per cent.	A higher value indicates a higher per cent of students from low income families.
3	TUITION (Tuition rate)	The tuition rate established for the school districts was obtained from Department records.	Expressed to nearest whole dollar for 1977-1978.	A higher value indicates that the district claims to expend relatively more funds per student.
4	TLOCALE (Teacher locale)	The teachers reported where they graduated from high school.	0= 100 miles or more from boundaries of the school district 1 = More than 30 miles but less than 100 miles 2= In or within 30 miles	A higher value indicates that the school teaching staff is more often drawn from local areas.
5	TSATPAR (Teacher satisfaction with relationships with parents)	The teachers reported how satisfied they were with their relationships with parents and and parent groups	3 = Very satisfied 2 = Somewhat satisfied 1 = Somewhat dissatisfied 0 = Very dissatisfied	A higher score indicates a greater satisfaction of the teaching staff with the cooperation and contacts they have with parents and parent groups.
6	TEDUC (Teacher education)	The teachers indicated the level of formal education they have attained.	4 = Doctor's degree 3 = Master's degree plus 1 year 2 = Master's degree or equivalency 1 = Bachelor's degree 0 = No degree	A higher value indicates that the school's instructional staff reported a higher level of formal education.
7	TEXPER (Teacher experience)	The teachers reported the total years of service in teaching including the current school year.	Expressed as average years' experience.	A higher value indicates that the teachers of the school have relatively more years of teaching experience.
8	CLSIZE (Class size)	The teachers reported their average class size excluding supervisory duties such as study hall.	Expressed as average class size for all teachers.	A higher value indicates a greater average class size.
9	READTIME (Teacher estimation of reading instruction time) (Grade 5 only)	The teachers reported how many hours the average student spent in direct reading instruction in a typical week.	Expressed as average hours spent.	A higher value indicates a greater amount of time spent in direct reading instruction.
10	MATHTIME (Teacher estimation of mathematics instruction time) (Grade 5 only)	The teacher reported how many hours the average student spent in mathematics instruction in a typical week.	Expressed as average hours spent.	A higher value indicates a greater amount of time spent in mathematics instruction.

TABLE 4 (Continued)

No.	VARIABLE	MEASURE	WEIGHTING	INDEX DESCRIPTION
11	EXTRACT (Activities external to the classroom)	The teachers indicated the degree to which each of five statements about their interactions with students constitute a problem in their school.	3 = Negligible problem 2 = Moderate problem 1 = Serious problem 0 = Critical problem	A higher score indicates that the teaching staff has fewer or less severe problems in their interactions with students.
12	TRELATE (Teacher/Student/Parent relationships)	The teachers indicated the degree to which each of nine statements about the interest of the students and the support and interaction with the parents constitute a problem in their school.	Same as EXTRACT	A higher score indicates that the teaching staff feels that the students and parents support and interact with the school more.
13	DISRUPT (Factors disruptive to classroom management)	The teachers indicated the degree to which each of eight statements about factors that affect classroom management in the school constitute a problem for them.	Same as EXTRACT	A higher value indicates that the teaching staff has fewer or less severe problems in classroom management.
14	INFLUENC (Teacher influence upon instructional decisions)	The teachers indicated the degree to which each of nine statements about their influence on learning conditions constitutes a problem in their school.	Same as EXTRACT	A higher value indicates that the teaching staff has a greater influence on decisions which affect the instructional processes.
15	TSTAFF (Staff interpersonal relationships)	The teachers indicated the degree to which each of three statements about staff interaction and support constitute a problem in their school.	Same as EXTRACT	The higher value indicates that the teaching staff and other school staff interact better.
16	DISCPROB (Discipline problems)	The teachers indicated the degree to which each of five statements about the discipline procedures of the school constitute a problem for them.	Same as EXTRACT	The higher value indicates that the teaching staff has fewer or less severe problems with the way discipline is handled in the school.
17	PAREDUC (Parental education)	The higher level of the following two was used: (1) The students reported the the highest level of formal education attained by their fathers or male guardians. (2) The students reported the highest level of formal education attained by their mothers or female guardians.	8 = Ph.D. or professional degree 7 = Some work toward Ph.D. or professional degree 6 = Master's degree 5 = Bachelor's degree 4 = Some college, vocational, business school after high school 3 = High school graduate 2 = Some high school, but not a graduate 1 = Completed grade school 0 = None or some grade school	A higher value indicates that the school draws students from homes in which at least one of the parents has a higher average level of formal education.

TABLE 4 (Continued)

No.	VARIABLE	MEASURE	WEIGHTING	INDEX DESCRIPTION
18	PAROCC* (Parental occupation)	The highest level of the following two was used: (1) The students reported the occupation most like their fathers' or male guardians found on a list of 148 possible occupations and 6 special categories. (2) The students reported the occupation most like mothers' or female guardians (if employed) on the list of 148 possible occupations and 6 special categories.	The occupational categories were weighted from 1 to 99 according to a combination of education needed to secure the occupation and income derived from the occupation. The higher level was used to allow for family support by either the male or female parent.	A higher value indicates that the school tends to draw a large proportion of its students from homes where the higher level parent is employed in higher-paying jobs requiring higher educational levels.
19	OCDESIRE* (Occupational desire) (Grade 11 only)	From the list of 148 occupations mentioned above, the students reported the occupations most like those they wish to follow when finished in school.	Same weighting used in PAROCC above.	A higher value indicates that the students desire to attain higher paying jobs requiring a higher educational level.
20	OCEXPECT* (Occupational expectation) (Grade 11 only)	From the list of 148 occupations the students reported the occupations most like those they really expect to follow when finished in school.	Same weighting used in PAROCC above.	A higher value indicates the students expect to attain higher paying jobs requiring a higher educational level.
21	PCTGIRLS (Percent girls)	The students indicated their sex.	Expressed in percentage.	A higher value indicates that the school has a greater proportion of girls in the grade level.
22	RESIDE (Type of community)	The students with the aid of the monitor reported the types of communities in which they were then living.	7 = In Philadelphia or Pittsburgh 6 = Inside a large city (100,000 to 500,000 people.) 5 = Inside a medium size city (10,000 to 100,000) 4 = In a suburb of Philadelphia or Pittsburgh 3 = In a suburb of a large city 2 = In a suburb of a medium size city 1 = In a small town (less than 10,000 people.) 0 = In the open country or in a farming community.	A higher value indicates that the students reside in larger areas of dense population, i.e., more removed from open space.
23	PCTWHITE (Percent white students)	The students reported their race.	Expressed in percentage.	A higher value indicates that the school has a greater proportion of white students in the grade level.
24	LIBRARY (Accessibility of library)	The students reported how often they were able to use the school library.	3 = More than three times a week. 2 = Two or three times a week. 1 = Once a week 0 = Never	A higher score indicates that the students report greater accessibility of the library.

*The occupational weightings were updated and no direct comparisons of raw scores can be made to assessments conducted prior to 1978.

TABLE 4 (Continued)

No.	VARIABLE	MEASURE	WEIGHTING	INDEX DESCRIPTION
25	STABLE (Stability of student residence)	The student reported the number of different school buildings attended within the past 3 years because family changed residence.	4 = My family has not moved within the past 3 years 3 = 2 school buildings 2 = 3 school buildings 1 = 4 school buildings 0 = 5 or more school buildings	A higher value indicates that the students come from families which are less mobile.
26	FAMSIZE (Family size)	The students reported the number of brothers and sisters they have.	Expressed as average number of siblings.	A higher value indicates that the students of the school come from larger families.
27	FAMORDER (Family order)	The students reported the number of older brothers and sisters they have.	0 = 2 1-2 = 1 3-9 = 0	A higher value indicates that the students of the school are more likely to be the eldest in their families.
28	SPARINT (Student perception of parental interest in school)	The students reported their opinions on three items: (1) My parents enjoy hearing about school. (2) My parents feel the school is doing a good job. (3) My parents support what the school does.	3 = Almost always 2 = Usually 1 = Sometimes 0 = Almost never	A higher value indicates that the students felt their parents have a great interest in the school, a higher opinion of the work of the school, and greater support of the school.
29	HOMEWORK (Amount of homework)	The students reported their estimates of time usually spent on homework from the time they get home from school until they go to bed.	4 = About three hours or more 3 = About two hours 2 = About one hour 1 = Less than one hour 0 = None	A higher value indicates that students of the school spent more time on homework on school nights.
30	TVWATCH (Student time spent watching television)	The students reported their estimates of time usually spent watching television from the time they get home from school until they go to bed.	4 = About five hours or more 3 = About four hours 2 = About three hours 1 = About two hours 0 = About one hour or less	A higher value indicates that students of the school watch more television on school nights.
31	PAREXP (Student perception of parental expectations) (Grades 8 and 11 only)	The students reported their perceptions on: (1) What do your parents encourage you to do? (2) How much schooling do your parents expect you to complete?	For item 1: 3 = To be one of the best students in the class 2 = To be above average student in the class 1 = To be at least an average student 0 = To do just well enough to get by. For item 2: 4 = Beyond college graduation 3 = Graduation from college 2 = Some college or other post-high school training 1 = Graduation from high school 0 = Some high school	A higher score indicates that the students feel that their parents expect them to do well in school and expect them to achieve higher educational levels.

TABLE 4 (Continued)

No.	VARIABLE	MEASURE	WEIGHTING	INDEX DESCRIPTION
32	EDEXPECT (Student educational expectations) (Grades 8 and 11 only)	The students reported how far they expect to go in school.	4 = Beyond college graduation 3 = Graduation from college 2 = Some college or other post-high school training 1 = Graduation from high school 0 = Some high school	A higher score indicates that the students of the school have higher educational expectations.
33	STEACHEX (Student perception of teacher expectations) (Grades 8 and 11 only)	The students reported their perception of their teachers' expectations of them.	3 = One of the best students in the class 2 = Above average in the class 1 = At least an average student 0 = A below average student	A higher score indicates that the students of the school feel that teachers expect more effort from them.
34	HOMEREAD (Reading material in the home)	The students reported on five items the amount of reading materials in the home.	Each item was assigned a weight for the amount of that type of reading materials in the home.	The higher value indicates the students report more reading materials in the home.
35	HOMECLIM (Home climate)	The students reported their opinions on 12 items about home conditions. (4 per form)	Very true of me Mostly true of me Mostly untrue of me Very untrue of me	A higher value indicates that the students have more favorable attitudes toward their home conditions.

TABLE 5

1979 PERCENTILE DISTRIBUTION OF VARIABLES - GRADE 5 SCHOOLS 1979

	PERCENTILE RANK	1 GRENROLL	2 PCTTITLI	3 TUITION	4 TLOCALE	5 TSATPAR	6 TEDUC	7 TEXPER	8 CLSIZE	PERCENTILE RANK
PERCENTILE DISTRIBUTION	95	142	41.4	1509	1.96	2.79	2.00	16.45	28.10	95
	90	105	37.8	1433	1.85	2.67	1.88	14.86	27.14	90
	85	91	34.0	1304	1.79	2.60	1.80	14.08	26.62	85
	80	82	31.5	1258	1.73	2.55	1.75	13.53	26.08	80
	75	75	28.2	1247	1.69	2.50	1.69	12.95	25.73	75
	70	70	26.0	1194	1.66	2.44	1.67	12.60	25.39	70
	65	65	23.8	1184	1.60	2.41	1.62	12.18	25.05	65
	60	60	22.3	1164	1.56	2.36	1.58	11.81	24.80	60
	55	56	19.7	1097	1.50	2.32	1.55	11.44	24.57	55
	50	53	17.5	1083	1.47	2.27	1.52	11.08	24.29	50
	45	50	15.4	1073	1.43	2.23	1.50	10.76	24.00	45
	40	47	13.3	1060	1.38	2.18	1.45	10.42	23.73	40
	35	45	11.6	1034	1.34	2.15	1.43	10.14	23.42	35
	30	41	10.4	1022	1.31	2.11	1.40	9.70	23.04	30
	25	37	9.0	1020	1.25	2.07	1.38	9.26	22.59	25
	20	33	7.7	980	1.18	2.00	1.33	8.92	22.23	20
	15	28	6.6	955	1.11	1.92	1.30	8.45	21.70	15
	10	24	5.5	927	1.00	1.84	1.25	8.00	21.15	10
	5	21	3.8	879	0.88	1.68	1.17	7.11	20.27	5
STATE MEAN		62	20.0	1136	1.45	2.26	1.55	11.30	24.23	
STANDARD DEVIATION		40	13.7	197	0.32	0.34	0.25	2.79	2.40	

TABLE 5 (Continued)

1979	PERCENTILE DISTRIBUTION OF VARIABLES - GRADE 5 SCHOOLS								1979
PERCENTILE DISTRIBUTION	PERCENTILE RANK	9 READTIME	10 MATHTIME	11 EXTRACT	12 TRELATE	13 DISRUPT	14 INFLUENC	15 TSTAFF	16 DISCPROB	PERCENTILE RANK
	95	7.60	5.10	13.67	23.59	22.09	23.52	8.87	13.56	95
	90	7.00	4.87	13.26	22.58	21.71	22.96	8.80	13.05	90
	85	6.67	4.74	12.89	21.88	21.38	22.55	8.69	12.78	85
	80	6.40	4.64	12.73	21.38	21.09	22.08	8.60	12.50	80
	75	6.22	4.53	12.50	20.82	20.89	21.74	8.50	12.20	75
	70	6.04	4.45	12.36	20.55	20.73	21.50	8.43	11.89	70
	65	5.91	4.40	12.23	20.21	20.60	21.13	8.36	11.65	65
	60	5.73	4.36	12.08	19.68	20.43	20.77	8.29	11.43	60
	55	5.60	4.30	12.00	19.33	20.25	20.46	8.20	11.17	55
	50	5.50	4.20	11.80	19.00	20.13	20.11	8.13	10.93	50
	45	5.38	4.13	11.61	18.61	19.94	19.75	8.00	10.67	45
	40	5.25	4.07	11.41	18.07	19.77	19.38	7.94	10.50	40
	35	5.09	4.00	11.23	17.71	19.57	18.82	7.85	10.17	35
	30	5.00	3.94	11.00	17.40	19.33	18.40	7.76	9.91	30
	25	4.83	3.86	10.86	16.92	19.09	17.94	7.57	9.58	25
	20	4.67	3.79	10.64	16.48	18.76	17.40	7.41	9.29	20
	15	4.42	3.67	10.38	15.82	18.38	16.91	7.18	8.82	15
	10	4.25	3.57	9.93	15.00	18.00	16.27	6.92	8.19	10
	5	3.91	3.36	9.56	13.25	17.12	15.17	6.38	7.54	5
STATE MEAN		5.57	4.23	11.67	18.79	19.93	19.77	7.94	10.77	
STANDARD DEVIATION		1.12	0.64	1.25	3.06	1.46	2.69	0.80	1.93	

NOTE: For READTIME and MATHTIME only data from 1979 schools were used for these calculations.

TABLE 5 (Continued)

1979 PERCENTILE DISTRIBUTION OF VARIABLES - GRADE 5 SCHOOLS 1979

	PERCENTILE RANK	17 PAREDUC	18 PAROCC	21 PCTGIRLS	22 RESIDE	23 PCTWHITE	24 LIBRARY	25 STABLE	PERCENTILE RANK
PERCENTILE DISTRIBUTION	95	4.68	75.93	68.87	5.00	100.00	2.85	3.88	95
	90	4.28	71.60	58.33	5.00	100.00	2.51	3.83	90
	85	4.09	67.63	56.06	4.90	100.00	2.37	3.80	85
	80	3.96	64.58	54.55	4.00	100.00	2.23	3.77	80
	75	3.81	61.57	53.49	3.98	100.00	2.14	3.75	75
	70	3.71	59.93	52.38	3.00	100.00	2.05	3.72	70
	65	3.65	58.30	51.52	2.00	99.26	2.00	3.70	65
	60	3.58	56.90	50.79	1.95	98.48	1.94	3.68	60
	55	3.52	55.69	50.00	1.11	98.08	1.85	3.67	55
	50	3.46	54.20	48.89	1.00	97.62	1.75	3.65	50
	45	3.40	52.64	48.00	0.96	97.22	1.65	3.62	45
	40	3.36	51.33	47.06	0.88	96.77	1.56	3.60	40
	35	3.32	49.96	46.15	0.74	96.08	1.47	3.57	35
	30	3.26	48.65	45.28	0.59	95.45	1.35	3.54	30
	25	3.21	46.94	44.26	0.44	94.44	1.21	3.51	25
	20	3.14	45.35	43.33	0.32	93.06	1.10	3.47	20
	15	3.06	43.54	41.67	0.20	90.91	1.06	3.41	15
	10	2.97	41.22	39.76	0.04	86.67	1.01	3.35	10
	5	2.83	36.55	37.50	0.0	70.87	1.00	3.26	5
STATE MEAN		3.57	54.90	48.96	1.96	94.02	1.74	3.61	
STANDARD DEVIATION		0.59	11.83	7.29	1.87	12.25	0.59	0.19	

TABLE 5 (Continued)

1979 PERCENTILE DISTRIBUTION OF VARIABLES - GRADE 5 SCHOOLS 1979									
	PERCENTILE RANK	26 FAMSIZE	27 FAMORDER	28 SPARINT	29 HOMEWORK	30 TVWATCH	34 HOMEREAD	35 HOMECLIM	PERCENTILE RANK
PERCENTILE DISTRIBUTION	95	3.28	1.34	6.98	2.36	3.05	12.31	27.18	95
	90	3.03	1.29	6.79	2.24	2.89	12.01	26.79	90
	85	2.88	1.26	6.68	2.19	2.82	11.84	26.49	85
	80	2.76	1.24	6.60	2.14	2.75	11.71	26.23	80
	75	2.65	1.22	6.53	2.10	2.69	11.54	26.01	75
	70	2.58	1.20	6.46	2.07	2.65	11.44	25.89	70
	65	2.51	1.18	6.36	2.03	2.59	11.31	25.71	65
	60	2.44	1.16	6.31	1.98	2.54	11.19	25.56	60
	55	2.36	1.15	6.25	1.94	2.50	11.06	25.40	55
	50	2.31	1.13	6.20	1.91	2.45	10.95	25.24	50
	45	2.26	1.12	6.15	1.88	2.41	10.87	25.11	45
	40	2.23	1.10	6.09	1.85	2.36	10.71	24.95	40
	35	2.17	1.08	6.02	1.81	2.31	10.60	24.76	35
	30	2.15	1.06	5.94	1.78	2.26	10.47	24.61	30
	25	2.08	1.04	5.84	1.74	2.20	10.36	24.47	25
	20	2.03	1.00	5.78	1.68	2.12	10.19	24.29	20
	15	1.97	0.99	5.70	1.62	2.02	10.00	24.00	15
	10	1.91	0.96	5.57	1.53	1.92	9.74	23.56	10
	5	1.84	0.88	5.31	1.43	1.74	9.21	23.14	5
STATE MEAN		2.41	1.13	6.18	1.91	2.43	10.90	25.23	
STANDARD DEVIATION		0.46	0.14	0.51	0.29	0.39	0.95	1.22	

TABLE 8

STATEWIDE ITEM REPLIES FOR SELECTED CONDITION VARIABLES
(By Percentages)

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
TSATPAR (Teacher Satisfaction with Relationships with Parents)				
In your teaching situation, how satisfied are you with your relationships with parents and parent groups?	40	47	11	2

	Not a Problem	Moderate Problem	Serious Problem	Critical Problem
EXTRACT (Activities External to the Classroom)				
There are too few activities which recognize the talent of our students.	43	43	12	2
There is little emphasis on vocational development.	49	33	12	4
There is no time or place for students and teachers to interact outside of the classroom.	44	38	13	3
Not enough teachers are involved in helping students overcome problems.	53	35	9	2
Not enough teachers actively participate in extracurricular activities.	50	37	10	2
TRELATE (Teacher/Student/Parent Relationships)				
The students in this school aren't really interested in learning.	40	50	8	1
Too many of my students are indifferent to school.	43	45	10	2
There is not enough parent-teacher interaction.	39	41	15	4
Too many parents take little or no interest in their children's school work.	19	46	25	9
The quality of teacher-parent interaction is not good.	44	40	11	3
When a problem arises involving a community group, the teachers have little input into the solution.	29	41	21	8
The parents do not support what the school does.	37	44	14	4
The parents do not place a high value on education.	35	42	17	5
Students in this school have poor study habits.	14	49	27	9
DISRUPT (Factors Disruptive to Classroom Management)				
The different races or ethnic groups don't get along well together.	85	13	1	0
The achievement levels of my students are too heterogeneous.	37	45	14	4
Health and nutrition problems seem to affect the learning of my students.	55	34	9	2
The emphasis on athletics in this school disrupts classroom learning.	84	11	3	1
The competition for grades at this school puts too much pressure on students.	73	23	3	1
My students are chronically absent from school.	66	27	5	1
There are too many outside interruptions during class periods.	47	35	12	6
I have to spend too much time on non-instructional duties.	39	36	16	8
INFLUENC (Teacher Influence Upon Instructional Decisions)				
Physical facilities of this school limit the kinds of programs provided for students.	43	31	15	10
I work with too many students each day.	45	31	15	9
Lack of freedom to teach the way I want to makes me less effective with my students.	73	19	5	2
Teachers have little control over matters such as textbook selection, curriculum and instructional programs.	50	33	11	6
When new curriculum programs are initiated, I am not consulted or trained.	50	33	11	5
My teaching is limited by the quality of, or lack of, instructional equipment and materials.	57	31	9	3
Having to teach special education students in regular classes is a problem.	53	25	13	8
There is too little teacher input in solving administrative problems.	29	40	20	10
In-service education provided by the district does not meet my needs.	21	33	25	21

TABLE 8 (Continued)

	Not a Problem	Moderate Problem	Serious Problem	Critical Problem
TSTAFF (Staff Interpersonal Relationships)				
The support staff in this school is not cooperative.	77	17	4	1
The teachers don't seem to be able to work well together.	75	19	4	1
There is little interaction among teachers in this school, i.e. everyone is doing his/her own thing.	54	33	9	3
DISCPROB (Discipline Problems)				
Too much time is spent on discipline problems.	43	36	14	6
The values held by the students are in conflict with those of the school.	45	40	12	3
Too little support on discipline is provided by administrators.	50	29	13	8
Too little support on discipline is given by the parents.	23	41	25	10
Disruption of my class(es) by students is a continuing frustration.	48	34	12	6

	Almost Always	Usually	Some-times	Almost Never
SPARINT (Student Perception of Parental Interest in School)				
My parents enjoy hearing about school.	48	25	22	3
My parents feel the school is doing a good job.	46	31	18	3
My parents support what the school does.	29	31	29	8

HOMEWORK (Amount of Homework)

From the time you get home from school until you go to bed, how much time do you usually spend on homework?

About three hours (or more)	7
About two hours	18
About one hour	40
Less than one hour	31
None	3

TVWATCH (Student Time Spent Watching Television)

From the time you get home from school until you go to bed, how much time do you usually spend watching T.V.?

About five hours (or more)	31
About four hours	19
About three hours	21
About two hours	17
About one hour (or less)	10

TABLE 7

CORRELATION COEFFICIENTS BETWEEN
SCHOOL CONDITION VARIABLE SCORES AND SCHOOL GOAL SCORES
GRADE 5, 1979 NORMATIVE GROUP, N=637

		I	II	III-R	III-W	III-M	IV	V-A	V-K	VI	VII	VIII	IX-A	IX-K	X*
1.	GRENROLL														
2.	PCTTITLI	-.29	-.37	-.59	-.60	-.54		-.08	-.51	-.53	-.25	-.58	.13	-.55	-.56
3.	TUITION	.15	.16	.12	.18	.11		-.08			.28	.09		.28	.16
4.	TLOCALE		-.18	-.21	-.19	-.08	-.10		-.11	-.10	-.15	-.16		-.17	-.18
5.	TSATPAR	.27	.32	.44	.43	.44			.39	.42	.15	.44		.43	.44
6.	TEDUC							-.14							
7.	TEXPER	.16	.24	.23	.23	.17		.09	.18	.18		.22		.19	.24
8.	CLSIZE	-.10	-.11	-.08	-.09	-.14			-.10		-.11			-.16	-.08
9.	READTIME			.08	.08					.08				.09	
10.	MATHTIME														
11.	EXTRACT	.13	.33	.35	.35	.33			.30	.34	.13	.35		.37	.35
12.	TRELATE	.30	.40	.55	.56	.54			.48	.53	.22	.55		.56	.54
13.	DISRUPT	.18	.28	.41	.39	.40			.34	.40	.13	.41	-.08	.41	.39
14.	INFLUENC	.12	.27	.29	.30	.29			.25	.30	.09	.29		.31	.29
15.	TSTAFF	.08	.13	.14	.16	.18			.14	.13		.14		.15	.13
16.	DISCPROB	.21	.32	.46	.40	.42		.14	.38	.42	.13	.44		.42	.43
17.	PAREDUC	.39	.45	.57	.61	.54			.53	.52	.38	.55		.64	.56
18.	PAROCC	.36	.43	.62	.68	.58			.57	.57	.34	.60	-.10	.66	.59
21.	PCTGIRLS		.09				.08	.11							
22.	RESIDE			-.14		-.08	.09			-.19		-.09	.18	.09	
23.	PCTWHITE	.16	.22	.41	.36	.38	-.11	.23	.32	.50	-.10	.41	-.14	.22	.35
24.	LIBRARY	.16	.28	.29	.29	.22	.12		.17	.20	.19	.25		.28	.28
25.	STABLE	.13	.11	.25	.25	.25		.09	.19	.31	-.10	.26	-.08	.11	.24
26.	FAMSIZE	-.33	-.38	-.48	-.51	-.44		-.11	-.44	-.50	-.16	-.50		-.44	-.45
27.	FAMORDER	.27	.28	.38	.34	.31			.28	.36	.10	.37		.33	.35
28.	SPARINT	.46	.40	.37	.38	.35	.44	.31	.34	.34	.21	.34	.24	.36	.35
29.	HOMEWORK						.15	.11					.15		
30.	TVWATCH	-.33	-.41	-.52	-.53	-.50	-.19	-.23	-.39	-.48	-.23	-.45		-.47	-.48
34.	HOMEREAD	.34	.44	.59	.66	.55		.08	.53	.57	.35	.59		.64	.56
35.	HOMECLIM	.34	.31	.23	.26	.23	.28	.22	.26	.21	.17	.24	.27	.26	.24

NOTE: All correlation coefficients have been rounded to two decimal places. Only $r \geq 0.08$ are printed because:

$r \geq 0.08$ is significant at the .05 level.
$r \geq 0.11$ is significant at the .01 level.

For READTIME and MATHTIME, only data from the 1979 schools in the norm sample could be used. (N=457)

*See Table 2 on page 10 for goal descriptors.

TABLE 8

CORRELATION COEFFICIENTS AMONG
SCHOOL CONDITION VARIABLE SCORES
GRADE 5, 1979 NORMATIVE GROUP, N=637

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	21	22	23	24	25	26	27	28	29	30	34
1.	GRENROLL																													
2.	PCTTITLI																													
3.	TUITION		-.15																											
4.	TLOCALE		.19	-.25																										
5.	TSATPAR	-.09	-.52	.15	-.16																									
6.	TEDUC		-.10	.32	-.10																									
7.	TEXPER		-.16	.25	-.11	.20	.14																							
8.	CLSIZE	.23		-.34	.19		-.13																							
9.	READTIME							-.08																						
10.	MATHTIME		.08				.08			.41																				
11.	EXTRACT		-.34	.15	-.20	.47	.11	.21	-.08																					
12.	TRELATE	-.12	-.61	.16	-.16	.80	.11	.21	-.09			.63																		
13.	DISRUPT	-.12	-.45		-.12	.55		.12	-.13			.53	.71																	
14.	INFLUENC		-.29	.09	-.17	.44		.16	-.13	-.15		.62	.58	.63																
15.	TSTAFF	-.20	-.09			.30						.45	.38	.38	.37															
16.	DISCPROB	-.13	-.45		-.16	.65		.12	-.12			.50	.80	.71	.62	.39														
17.	PAREDUC		-.56	.38	-.25	.40	.15	.19	-.15			.25	.54	.30	.23	.12	.36													
18.	PAROCC		-.70	.34	-.24	.45	.18	.22		.08		.34	.59	.36	.25	.11	.37	.86												
21.	PCTGIRLS																			.16										
22.	RESIDE	.09	.16	.54		-.10	.26	.21	-.20				-.12	-.19	-.11		-.20			.16										
23.	PCTWHITE	-.12	-.44	-.30		.32			.09			.18	.34	.37	.17	.08	.35	.19	.26	-.09	-.45									
24.	LIBRARY		-.22	.22	-.24	.20			-.10			.22	.24	.16	.26		.22	.23	.24											
25.	STABLE		-.20	-.29	.14	.16	-.11		.10				.19	.23	.11		.16			-.10	-.38	.44								
26.	FAMSIZE		.55	-.08	.08	-.45		-.16				-.26	-.50	-.36	-.23	-.11	-.35	-.45	-.54		.13	-.39	-.15	-.24						
27.	FAMORDER		-.38			.30						.16	.30	.24	.12	.09	.25	.29	.35		-.09	.24	.15		-.75					
28.	SPARINT		-.28	.17	-.10	.31		.16	-.08			.25	.35	.24	.25	.14	.28	.35	.34		.08	.11	.25	.13	-.25	.16				
29.	HOMEWORK					-.09															.10									
30.	TVWATCH		.43	-.25	.19	-.31		-.16	.11			-.30	-.42	-.28	-.30	-.13	-.36	-.55	-.53		.11	-.27	-.25	-.13	.35	-.24	-.37	-.16		
34.	HOMEREAD		-.68	.16	-.20	.46	.09	.14				.33	.60	.40	.31	.13	.41	.70	.74		-.13	.39	.24	.28	-.52	.27	.34		-.48	
35.	HOMECLIM		-.11			.08					.08	.09	.18	.11			.10	.24	.21		.15		.11	.11	-.19	.12	.46	.10	-.21	.24

NOTE: All correlation coefficients have been rounded to two decimal places.
Only $r \geq 0.08$ are printed because:

$r \geq 0.08$ is significant at the .05 level.
$r \geq 0.11$ is significant at the .01 level.

For READTIME and MATHTIME, only data from the 1979 schools in the norm sample could be used. (N=457)

CRITERION-REFERENCED SCORING MODEL

Included in each school report is normative information which indicates how a school scored in a given goal area relative to other schools in the state. This scoring method is common in testing where people, for instance, are compared to the *average* person--or the norm. IQ scores are an example of such a scoring procedure by which the *average* person is assigned a score of 100 and others receive scores then relative to the average.

Difficulties in Normative Scoring Procedures

Most people know about *grading on the curve*--another example of normative scoring. Perhaps two somewhat extreme examples will serve to show some real or hypothetical weaknesses in normative scoring.

History test		Math test
70%	A	100%
60		90
60	B	90
50		80
50		80
50		80
50	C	80
40		70
40	D	70
30	F	60

Consider the above two sets of numbers as the scores of a class of 10 students on two tests--a history test and a math test. Assume further that the same girl received an A on each test. She earned her A in history by answering only 70 per cent of the questions correctly, while her A in mathematics required her to answer all the questions correctly. Are these A's equal? Normatively, yes. But the normative scores (A in this case) say nothing of her *mastery* of history versus that of mathematics.

A similar situation exists with the various EQA goal instruments. Should one be content with, say, a 90th percentile score? How far from *perfect* is such a score? The following table of statewide scores illustrates how percentile scores, as normative information, cloud some information:

Goal Y	Goal Z	
		perfect score
99%ile		
50%ile	99%ile	
1 %ile	50%ile	
	1%ile	
		zero score

In Goal Y the range of school scores is not very great, so small changes in a school's raw score would dramatically change its percentile rank.

Secondly, a school at the 1st percentile on Goal Y is not all that far from perfection. On a relative scale, yes, Goal Y is a problem for the 1st percentile school. But, on an absolute basis, one could consider a 1st percentile score on Goal Y less of a problem than a 50th percentile score on Goal Z. In fact, Goal Z's being at the 99th percentile is not all that much to rave about on an absolute basis.

Educators–by their training, constant reinforcement, and possibly the demands or expectations of the public–tend to think normatively. There is nothing wrong with that. But many argue that true improvement in student performance would be enhanced if one were to use some criterion, or better still, some absolute, as one's goal rather than some average score.

The Pennsylvania Model of Criterion-Referenced Scoring for Attitudinal Measures

Consider an item from the Goal I, Self-Esteem instrument:

I am able to mix well with other people.

3	A	Strongly Agree	+
2	B	Mostly Agree	+
1	C	Mostly Disagree	-
0	D	Strongly Disagree	-

Normative scoring — Criterion scoring

In the normative scoring method the degree of favorableness of a student's reply results in a score of 3, 2, 1 or 0. For the same item in the criterion-referenced scoring procedure, a dichotomized approach is used; the student's response is considered either favorable or unfavorable. A criterion of 51 per cent was established for the self-esteem instrument. If a student answers a majority of the items of the 11 items of his/her form (six or more) favorably, that student is said to have a *minimum positive attitude* for Goal I. The number of such students is then tallied for the school and expressed as a per cent of all the students completing the inventory. So, one might discover that 65 per cent of the school's 5th grade students have a minimum positive attitude. The other side of that coin, the negative side, is: 35 per cent of the students don't answer even a majority of the items favorably. One might, accepting the 51 per cent criterion, conclude for this school that 35 per cent of the students could use some help, that their self-esteem is lagging.

The criterion-referenced information is given not only for each attitudinal goal but also for the cognitive areas. In those cases, "favorable" is simply equal to "correct." This is a modified criterion-referenced approach in that a school is given not only the per cent of its students satisfying the criterion, but also the per cent of students statewide answering a majority of the items favorably. This forces one back to a normative type of reference. But it appears necessary, as many recipients of assessment, when told that 65 per cent of their students have a minimum positive attitude in self-esteem, ask: *So what? What does that mean? How does that compare with...?* Thus a comparison to the state is included.

How Criterion-Referenced Information is Reported

On page 8 of the school report, the per cent of students in the school with this minimum positive score (one more than half of the items favorable or correct) is given for each measured area and the per cent of students statewide with the corresponding minimum positive score is presented for comparison. Also, similar information is presented for two other criterion levels – a more stringent (two thirds) or less rigorous (one-third) criterion.

ITEM RESPONSE DATA

Item response data is information on the per cent of students (in a school or statewide) that gave each of the possible answers for each of the items on the battery. It is very useful for diagnostic purposes.

In past assessments, item response data were only available for each school on request since it was felt that inclusion of this data in the school report might be overpowering. However, less use was made of this data than would perhaps be expected, possibly because one needed to take special action to get it. Now, since most districts are familiar with the other data in the report, the item response data have been included in the initial status profile.

Since item response data undergo the least manipulation, it is the least subject to question. It can be used as an absolute scale, i.e., the per cent (or number) of students that responded to each of the options presented can be viewed for the facts it presents, regardless of comparative data. For example, if 50 per cent of the students of a school respond *strongly disagree* and another 25 per cent respond *mostly disagree* to the item *"I like school,"* the school administrator knows that many of his/her students are unhappy about their school experiences.

Item response data can also be used with comparative data. For this purpose, the statewide item data are presented on the following pages.

School Item Response Data

In the school report, the item response data are presented by goal by form. For noncognitive scales as in Figure 1 below, the percentages are given for each response with an asterisk (*) signifying the end of the continuum representing a positive approach to the item. For the Figure 1 example, the response options for Goal IV – Interest in School and Learning (found with the statewide item data) are: (1) strongly agree, (2) mostly agree, (3) mostly disagree, and (4) strongly disagree. Therefore, 30 per cent of the students gave the *strongly agree* response to question 1 on Form A (Grade 11), 54 per cent gave a *mostly agree* response and so on. The asterisk indicates that *strongly agree* is the most positive response. The item (found with the statewide item data) is, *"When I make a mistake, my teachers correct me without hurting my feelings."*

FIGURE 1

ITEM FREQUENCY ANALYSIS
GOAL IV – INTEREST IN SCHOOL AND LEARNING

			PER CENT RESPONSE BY OPTION			
FORM	**ITEM**	**OMIT**	**1**	**2**	**3**	**4**
A	1	0	30*	54	10	6
	2	1	23*	51	18	8
	3	0	37*	43	18	2
	4	1	20*	25	25	29
	5	2	80	14	3	1*
	.					
	.					
	.					
	10					

NUMBER OF STUDENTS REPLYING: FORM A (N=29)

For cognitive scales in the school report, the correct answer is marked with an asterisk (*). The per cent of response for each of the distractors (wrong answers) is given for those who wish to delve into the test properties further with a copy of the actual items given. (Test copies will be available for this purpose upon request and justification.)

Statewide Item Data

The statewide item data are organized according to goal by form.

For the noncognitive goals (Goals I, II, IV, V-A, VI (Grades 8 and 11), VII and IX-A), items are given with the per cent of response for each option. The asterisk (*) signifies the most positive response.

For the cognitive areas (Goals III-R, III-W, III-M, V-K, VI (Grade 5), VIII, IX-K, and X), the concept and the classification of each item is given with the per cent correct.

Identification of Items Contributing to Low Goal Scores

For noncognitive scales, one way to identify items which contribute most heavily to a low goal score is to compute the percentage of favorable item responses in a building report. Add the percentages for those options which represent a favorable response to the question; that is, answers which are consistent with a positive attitude. From this school figure, subtract the percentage of favorable responses determined from the statewide item data. A positive value shows that the percentage of students in the building answering in a positive direction exceeded the state figure. Conversely, a negative value indicates that the percentage of students in the building answering in a positive direction is *lower* than the state figure. Those items with the larger negative values are the best candidates for close examination since they probably represent the areas of need. On the other side of the ledger, strong points are suggested by the items having the larger positive values. Figure 2 is an illustration of this procedure.

FIGURE 2

Item	School X	Statewide	Difference
1	84	77	7
2	74	75	-1
3	80	74	6
4	45	43	-2
5	4	17	-13
.	.	.	.
.	.	.	.
.	.	.	.

Using the data from Figure 1, the percentage of favorable responses have been computed and are displayed under the column labeled *"School X."* The adjacent statewide figures came from the state item data. The illustration shows that either positive values or only minor negative values exist for items 1 to 4. Item 5, showing a negative value of 13 percentage points, suggests an area of probable weakness that should be considered.

The same process can be used for cognitive scales. Per cent favorable in these cases would simply be per cent correct.

Identification of Locally Appropriate Items

Since the items employed in the Educational Quality Assessment battery are developed for statewide use, another activity is suggested to provide information on the extent to which the items are appropriate locally. School officials or committees of teachers would classify each item into four categories for each level: (1) taught in earlier grades, (2) taught in target grade, (3) taught in later grades, and (4) not taught in any grade. Comparisons of how students did on each of these classifications could then be made.

In addition, the committee could consider the importance of items, especially those not presently taught at a local level, and local objectives that are not covered by the instruments.

In this way, the school district will be able to compare both the performance of their students and the extent to which the content of the tests coincide with local objectives and instructional programs.

STATEWIDE ITEM DATA

Goal I—SELF-ESTEEM

Form A	Strongly Agree	Mostly Agree	Mostly Disagree	Strongly Disagree
1. My teachers usually tell me when they think I have done good work.	43*	42	7	3
2. I have a hard time deciding what to study.	11	27	29	28*
3. My classmates think I have good ideas.	18*	47	21	12
4. If I win a game, it's usually because I get lucky.	25	25	24	28*
5. I feel that my teachers understand me.	36*	42	12	9
6. Even when I know how to do something, I ask for help from others.	11	18	26	45*
7. My teachers sometimes make me feel that I cannot do good work.	16	20	27	36*
8. My classmates seem to like me.	43*	40	9	8
9. I can give a good report in front of the class.	21*	42	20	16
10. My teachers don't think that what I say is important.	11	19	33	38*
11. I feel unhappy about my schoolwork.	13	19	32	35*

Form B				
1. I'm proud of my schoolwork.	37*	49	8	4
2. My teachers want better work from me than I can do.	24	26	26	22*
3. I spend a lot of time daydreaming in school.	8	12	26	54*
4. I feel that my teachers like me.	39*	43	10	8
5. I often forget to listen to what others are saying.	12	27	34	27*
6. I do not make friends as easily as most other people.	15	19	25	40*
7. My teachers think I have good ideas.	17*	48	23	11
8. It bothers me if my classmates disagree with what I think.	16	26	32	25*
9. I am able to do many things well in school.	39*	45	10	6
10. I'm often called upon by the teacher to help out in the classroom.	17*	35	28	19
11. My classmates often make fun of me.	15	16	27	42*

Form C	Strongly Agree	Mostly Agree	Mostly Disagree	Strongly Disagree
1. In school I am often asked to be a leader.	12*	28	32	25
2. My teachers do not let me try out my ideas.	11	25	28	33*
3. I get along well with kids in my class.	46*	39	9	6
4. My teachers often make me feel that I can't do anything right.	12	16	26	45*
5. I give up if I don't understand something.	9	14	28	48*
6. I am good at picking out the right things to study.	21*	49	19	11
7. I often feel that other kids are better liked than I am.	26	26	27	19*
8. It is easy for me to give a talk in front of the class.	15*	26	28	31
9. I am usually one of the last to be chosen for a team.	19	19	26	35*
10. When I make a mistake, my teachers correct me without hurting my feelings.	46*	29	11	10
11. I can't seem to do anything in school very well.	9	14	30	47*

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Goal II—UNDERSTANDING OTHERS

Form A	Yes	I think so	I don't know	I don't think so	No
Your class is having a big party and will be inviting a lot of people. Would you want a student to come to the party who:					
1. Is much poorer than you?	45*	15	20	6	12
2. Believes things about God and religion which you do not believe?	42*	15	19	7	15
3. Is very much like you, but whose skin color is different from yours?	58*	16	14	5	10
4. Is from another country and doesn't speak English very well?	43*	20	18	7	12
5. Has few friends because of the way he or she looks?	38*	17	21	8	16
Your teacher has divided your class into groups. Each group will work for a few weeks on a project. Would you mind if your group leader is:					
6. A student much poorer than you?	15	8	13	7	56*
7. A student who belongs to a religion which you do not belong to?	13	9	16	10	51*
8. A student from another country whose way of life is very different from ours?	15	10	19	14	42*
9. A student who has few friends because of the way he or she looks?	14	10	18	12	46*
10. A student whose skin color is different from yours?	16	9	12	8	55*
Your class is electing a class president. Would you be willing to vote for:					
11. A student who is very much like you, but whose skin color is different from yours?	59*	11	14	5	11
12. A student from another country whose way of life is very different from ours?	39*	17	21	9	14
13. A student who is made fun of by many people because of the way he or she looks?	37*	14	20	8	20
14. A student much richer than you?	44*	14	19	7	16
15. A student who believes things about God and religion which you do not believe?	48*	14	19	6	13

Form B					
Your teacher has asked some of your classmates to be judges of class projects. Would you mind if the person who judges your project is:					
1. A student who is made fun of by many people because of the way he or she looks?	23	10	16	12	39*
2. A student whose skin color is different from yours?	11	6	9	9	63*
3. A student much richer than you?	13	8	15	13	51*
4. A student from another country whose way of life is very different from ours?	13	9	15	14	49*
5. A student who believes things about God and religion which you do not believe?	13	7	13	10	57*

You and your friends have started a club at school. The club needs some more members. Would you want a student to join who:	Yes	I think so	I don't know	I don't think so	No
6. Is from another country whose way of life is very different from ours?	40*	15	19	8	17
7. Belongs to a religion which you do not belong to?	38*	15	19	8	19
8. Has few friends because of the way he or she looks?	37*	14	18	9	21
9. Has skin which is a different color from yours?	46*	12	12	7	22
10. Is much poorer than you?	48*	12	15	6	21
Would you mind sitting in class beside a student who:					
11. Has few friends because of the way he or she looks?	15	8	16	10	50*
12. Is very much like you, but whose skin color is different from yours?	13	7	11	9	61*
13. Is much poorer than you?	11	6	14	10	59*
14. Belongs to a religion which you do not belong to?	12	7	15	11	56*
15. Is from another country and doesn't speak English very well?	14	8	15	12	51*

Form C					
You are looking for someone to play your favorite game with you at school. Would you enjoy playing the game with:					
1. A student who is very much like you, but whose skin color is different from yours?	62*	17	15	4	11
2. A student much richer than you?	34*	19	22	9	15
3. A student who is made fun of by many people because of the way he or she looks?	32*	16	21	9	20
4. A student who belongs to a religion which you do not belong to?	60*	18	17	6	10
5. A student from another country who doesn't speak English very well?	41*	19	19	7	14
You and another student must do a school project together. Would you mind if the person who works with you is:					
6. A student who is made fun of by many people because of the way he or she looks?	22	13	20	10	34*
7. A student who belongs to a religion which you do not belong to?	24	13	16	9	38*
8. A student whose skin color is different from yours?	27	12	14	8	39*
9. A student from another country whose way of life is very different from ours?	20	13	22	12	32*
10. A student much richer than you?	24	13	20	11	32*
Suppose there is something you really want to learn how to do. Each of the students listed below is very good at doing it and would be willing to teach you. Would you want to learn it from:					
11. A student from another country whose way of life is very different from ours?	42*	16	19	7	15
12. A student who is made fun of by many people because of the way he or she looks?	31*	16	22	10	20
13. A student who is very much like you, but whose skin color is different from yours?	53*	15	14	6	11
14. A student who believes things about God and religion which you do not believe?	46*	14	19	8	13
15. A student much richer than you?	40*	17	19	7	16

Goal III-R BASIC SKILLS: READING

Form A		Code	Percent Correct
1.	Inferential comprehension - using context cues to predict meaning	IC	40
2.	Inferential comprehension - using context cues to predict meaning	IC	39
3.	Inferential comprehension - using context cues to predict meaning	IC	64
4.	Inferential comprehension - using context cues to predict meaning	IC	66
5.	Literal comprehension - supporting details	LD	61
6.	Inferential comprehension - supporting details	ID	55
7.	Inferential comprehension - supporting details	ID	45
8.	Inferential comprehension - main idea	IM	66
9.	Literal comprehension - main idea	LM	60
10.	Inferential comprehension - main idea	IM	43
11.	Literal comprehension - supporting details	LD	44
12.	Literal comprehension - supporting details	LD	76
13.	Literal comprehension - supporting details	LD	59
14.	Comprehending word meaning in context	W	60
15.	Literal comprehension - supporting details	LD	41
16.	Literal comprehension - supporting details	LD	46

Form B		Code	Percent Correct
1.	Inferential comprehension - using context cues to predict meaning	IC	26
2.	Inferential comprehension - using context cues to predict meaning	IC	48
3.	Literal comprehension - main idea	LM	75
4.	Literal comprehension - supporting details	LD	58
5.	Inferential comprehension - supporting details	ID	43
6.	Literal comprehension - main idea	LM	65
7.	Literal comprehension - supporting details	LD	41
8.	Literal comprehension - supporting details	LD	59
9.	Inferential comprehension - supporting details	ID	75
10.	Literal comprehension - main idea	LM	63
11.	Literal comprehension - supporting details	LD	51
12.	Inferential comprehension - main idea	IM	40
13.	Literal comprehension - supporting details	LD	56
14.	Inferential comprehension - using context cues to predict meaning	IC	67
15.	Literal comprehension - main idea	LM	63
16.	Inferential comprehension - main idea	IM	66

Form C		Code	Percent Correct
1.	Inferential comprehension - using context cues to predict meaning	IC	64
2.	Inferential comprehension - using context cues to predict meaning	IC	81
3.	Inferential comprehension - using context cues to predict meaning	IC	74
4.	Comprehending word meaning in context	W	61
5.	Inferential comprehension - supporting details	ID	52
6.	Inferential comprehension - supporting details	ID	43
7.	Inferential comprehension - using context cues to predict meaning	IC	51
8.	Literal comprehension - supporting details	LD	71
9.	Literal comprehension - main idea	LM	52
10.	Literal comprehension - main idea	LM	63
11.	Literal comprehension - supporting details	LD	40
12.	Literal comprehension - main idea	LM	54
13.	Literal comprehension - supporting details	LD	67
14.	Literal comprehension - main idea	LM	57
15.	Inferential comprehension - supporting details	ID	56
16.	Inferential comprehension - supporting details	ID	58

Goal III-W BASIC SKILLS: WRITING SKILLS

Form A		Code	Percent Correct
1.	Punctuation	A2	72
2.	Use of pronouns	A3	55
3.	Use of pronouns	A3	89
4.	Use of regular and irregular verbs	A4	71
5.	Distinguishing well formed sentences from fragments or run-ons	B1	55
6.	Distinguishing well formed sentences from fragments or run-ons	B1	68
7.	Distinguishing well formed sentences from fragments or run-ons	B1	58
8.	Rewriting sentences for clarity	B5	52+
9.	Transforming sentences with no change in meaning	B2	63+
10.	Combining sentences with clarity and economy	B7,8	54
11.	Combining sentences with clarity	B7	60
12.	Using connective words	C1	73
13.	Using connective words	C1	73
14.	Using connective words	C1	50
15.	Determining relevance of sentences	C3	51

Form B		Code	Percent Correct
1.	Capitalization	A1	88
2.	Use of regular and irregular verbs	A4	77
3.	Punctuation	A2	62
4.	Use of regular and irregular verbs	A4	53+
5.	Distinguishing well formed sentences from fragments or run-ons	B1	58
6.	Distinguishing well formed sentences from fragments or run-ons	B1	62
7.	Placing modifiers	B3	78
8.	Rewriting sentences for clarity and eliminating fragments	B1,5	55
9.	Rewriting sentences for clarity and economy	B5,6	53
10.	Rewriting sentences for clarity	B5	67
11.	Combining sentences for clarity	B7	74
12.	Determining relevance of sentences to a paragraph	C3	39+
13.	Determining relevance of sentences to a paragraph	C3	37+
14.	Ordering sentences	C2	62
15.	Choosing appropriate language for a given purpose	D2	71

Form C		Code	Percent Correct
1.	Punctuation	A2	87
2.	Use of negatives	A5	82
3.	Punctuation	A2	82
4.	Use of regular and irregular verbs	A4	73
5.	Distinguishing well formed sentences from fragments or run-ons	B1	65
6.	Distinguishing well formed sentences from fragments or run-ons	B1	63
7.	Using coordination and subordination	B4	60+
8.	Rewriting sentences for clarity	B5	59
9.	Rewriting sentences for clarity and economy	B5,6	39
10.	Transforming sentences with no change in meaning	B2	73
11.	Combining sentences with clarity and economy	B7,8	39
12.	Choosing opening or topic sentences	C6	68
13.	Ordering sentences	C2	74
14.	Ordering sentences	C2	50
15.	Choosing appropriate language for a given purpose	D2	60

+ Item revised in 1979 package.

Goal III-M BASIC SKILLS : MATHEMATICS

Form A	Concept Name	Primes Code	Problem Type	Percent Correct
1.	Subtraction with common fraction notation, equal demoninators (like fractions)	1290	COMP	69
2.	Multi-digits used in addition with renaming	0229	COMP	90
3.	English units for yards or less	6030	COMP	57
4.	Division - known factor (divisor), less than ten, product (dividend) not renamed; no remainder	0620	COMP	82
5.	Expanded notation for whole numbers	3010	CONC	92
6.	Factors and primes	7010	CONC	50
7.	Time	6050	PS	48
8.	Multi-digits used in subtraction with renaming	0330	PS	74
9.	Ordering non-negative rational numbers: greater than; less than; equal to; not equal to; between	1090	CONC	42
10.	Related lines: intersecting parallel, skew, oblique	5105	CONC	78
11.	Estimation	8150	CONC	61
12.	Least common multiple	7060	COMP	46
13.	Metric units for meters or less	6032	COMP	29
14.	Subtraction with decimal fraction notation	1310	COMP	80
15.	Ordering whole number as greater than, less than, equal to or not equal to and between; and objects as fewer than or more than	0100	CONC	74
16.	Place value - three or more digits	3080	CONC	83
17.	Circles	5180	CONC	33
18.	Liquids in metric units	6075	CONC	21
19.	Division - known factor (divisor), less than ten, product (dividend) renamed; remainder	0650	COMP	77
20.	Frequency tables, charts, graphs (bar, line, circle, dot, picture, etc.)	8050	PS	48

Form B	Concept Name	Primes Code	Problem Type	Percent Correct
1.	Multiplication with common fraction notation	1430	COMP	56
2.	Perimeter or circumference of simple closed curves	5280	PS	91
3.	Mathematical sentences (equations)	8170	COMP	74
4.	Odd and even numbers	7000	CONC	67
5.	Operations related to demoninate numbers (feet/inches)	6120	PS	28
6.	Multi-digits used in addition with renaming	0229	COMP	86
7.	Division by multiples of ten	0665	COMP	65
8.	Rounding numbers	3100	CONC	82
9.	Subtraction with common fractions notation, unequal demoninators (unlike fractions)	1300	COMP	18
10.	Liquids in English and non-standard units	6070	CONC	36

Form B	Concept Name	Primes Code	Problem Type	Percent Correct
11.	Square units of measure in English and non-standard units	6034	COMP	15
12.	Greatest common factor	7050	CONC	63
13.	Reasoning	8130	PS	77
14.	Multi-digits used in multiplication with renaming	0480	COMP	91
15.	Equivalent common fraction notation	3020	CONC	54
16.	Quadrilaterals	5160	CONC	83
17.	Ratio	8000	CONC	74
18.	Liquids in metric units	6075	CONC	68+
19.	Division by ten or greater numbers	0660	PS	45
20.	Addition with common fraction notation, equal demoninators (like fractions)	1190	PS	49

Form C	Concept Name	Primes Code	Problem Type	Percent Correct
1.	Circles	5180	CONC	45
2.	Multi-digits used in subtraction with renaming	0330	COMP	82
3.	Metric units for meters or less	6032	CONC	50++
4.	Weight in English and non-standard units	6090	COMP	40
5.	Proportion (including rate pairs)	8002	PS	88
6.	Multiples of ten as a factor	0510	COMP	93
7.	Subtraction with decimal fraction notation	1310	COMP	83
8.	Equations - linear in one variable	8510	COMP	38
9.	Division - known factor (divisor), less than ten, product (dividend) renamed; no remainder	0640	PS	66
10.	Area of plane figures	5290	PS	27
11.	Division - known factor (divisor), less than ten, product (dividend) renamed; no remainder	0640	PS	68
12.	Multiplication with common fraction notation	1430	COMP	66
13.	Estimation	8150	CONC	57
14.	Weight in metric units	6095	CONC	32
15.	Whole numbers as related to set of non-negative rationals (fractional numbers)	1040	CONC	40
16.	Time; operations related to denominate numbers	6050, 6120	PS	67
17.	Multiples	7055	CONC	73
18.	Other names for a number	3040	COMP	85
19.	Addition with common fraction notation, unequal denominators (unlike fractions)	1200	COMP	14
20.	Line segments	5101	CONC	56

+Increased to 78% in 1979.

++Increased to 56% in 1979.

Goal IV—INTEREST IN SCHOOL AND LEARNING

Form A

HOW DO YOU FEEL:	Very Happy	A Little Happy	A Little Unhappy	Very Unhappy
1. When you think about your schoolwork?	15*	47	27	11
2. When you think about how much your teacher cares about your class?	60*	29	7	3
3. About having to remember so many things at school?	11*	32	39	18
4. When you practice your writing in school?	28*	40	20	11
5. When you talk to your teacher?	49*	39	8	3
6. About talking with a friend about the things you have learned in school?	49*	38	8	4
7. When you learn social studies in school?	32*	36	18	14
8. When you think about your classroom in school?	34*	47	13	5
9. About studying something with a friend?	68*	24	5	3

Form B

HOW DO YOU FEEL:	Very Happy	A Little Happy	A Little Unhappy	Very Unhappy
1. About learning something by reading a book?	46*	44	7	3
2. On days when you can't go to school?	33	26	26	14*
3. When you learn to read in school?	65*	28	5	2
4. When you study for a test?	15*	39	31	14
5. When you think about how much the principal cares about the children?	49*	35	9	6
6. When you write stories in school?	38*	40	14	8
7. When you are given a book for a birthday present?	54*	31	10	5
8. About asking your teacher for help?	30*	42	22	6
9. About learning new things at home about science?	55*	31	9	6

Form C

HOW DO YOU FEEL:	Very Happy	A Little Happy	A Little Unhappy	Very Unhappy
1. When you learn arithmetic in school?	42*	44	9	4
2. When you think about how fairly the children are treated in your school?	29*	36	23	11
3. When you play games that make you think?	58*	33	6	2
4. About reading a book by yourself?	59*	30	7	4
5. When you come back to school after a vacation?	22*	25	24	28
6. When you learn about science in school?	40*	38	14	7
7. When you have homework to do?	7*	27	37	29
8. On days when you are in school?	24*	51	18	7
9. When you learn new things in school?	61*	33	4	2

Goal V-A—SOCIETAL RESPONSIBILITY

Form A		Yes	Maybe	No
1.	If I saw some kids starting fires in an alley, I would report it.	81*	15	4
2.	I would help someone even if I thought my friends would make fun of me.	63*	30	6
3.	I would "fool around" on days when my regular teacher is not in class.	7	18	74*
4.	If I accidentally broke a school window and no one saw me do it, I would keep quiet about it.	18	29	52*
5.	If someone wanted to borrow a book I was using, I would let the person have it as soon as I could.	71*	22	7
6.	If I knew I wouldn't get caught, I would throw snowballs at a passing car.	10	14	75*
7.	I would sell something if my class were trying to raise money.	62*	27	11
8.	If everyone else was breaking a school rule, I would also break it.	5	18	77*
9.	If I found a school bag with no name on it, I would keep it.	5	13	82*

Form B

1.	I would cheat on a test if I felt the test was unfair.	7	21	72*
2.	If I was "fooling around" with the school's record player and broke it, I would tell the teacher.	69*	22	9
3.	If a friend of mine took something that didn't belong to him/her, I would try to get him/her to return it.	78*	16	6
4.	I would keep something I found rather than try to find the owner.	13	30	56*
5.	I would help with a class project even if I did not like it.	53*	36	11
6.	If I saw someone being "picked on" by other kids, I would try to help that person.	61*	31	8
7.	If I really needed it, I would sneak a book out of the library.	6	10	84*
8.	I would make fun of someone who played a game poorly.	5	18	77*
9.	If I scratched a neighbor's car with a bicycle, I would keep quiet about it.	21	31	48*

Form C		Yes	Maybe	No
1.	I would yell and scream in the lunchroom if everyone else was doing it.	6	20	74*
2.	If people didn't give me candy at Halloween, I would turn over their garbage cans.	11	16	73*
3.	If I found a wallet with money in it, I would try to return it to the owner.	74*	17	9
4.	If I saw someone steal something in a store, I would report it to the manager.	76*	17	7
5.	If someone left some trash on the lunch table, I would clean it off.	32*	43	24
6.	If a store clerk gave me too much change, I would return the extra money.	61*	22	17
7.	I would make fun of someone I didn't like.	11	34	55*
8.	I would cheat in a game if I thought I could get away with it.	6	17	77*
9.	If someone in my class wore odd clothes, I would tease the person about it.	5	17	77*

Goal V-K—KNOWLEDGE OF LAW/GOVERNMENT

Form A	Per Cent Correct
1. Location of capital of Pennsylvania	75
2. Legal voting age	63
3. Bill of Rights	42
4. Main job of Congress	40
5. Purpose of United Nations	41
6. Purpose of governments	45
7. Executive branch of government	30

Form B	Per Cent Correct
1. Meaning of law enforcement	63
2. Election of senators and representatives	66
3. Meaning of conflict	56
4. Vice-President of United States	53
5. Process of changing a law	52
6. Identification of law enforcement officials	33
7. Purpose of the Constitution	33

Form C	Per Cent Correct
1. Location of U. S. Capitol	76
2. Purpose of United Nations	61
3. Governor of Pennsylvania	61
4. Democratic processes	52
5. Meaning of conflict	48
6. Judicial branch of government	35
7. Distinguishing local laws from state or federal laws	43

Goal VI—KNOWLEDGE OF HEALTH/SAFETY

Form A		Percent Correct
1.	Dangers of taking too much medicine	79
2.	Dental hygiene practices	27
3.	Bicycle safety rules	60
4.	Good health practices for prevention of colds	44
5.	Causes of heart disease	76
6.	Dangers of throwing objects onto a basketball court	74
7.	Proper care for a person suffering a broken arm	82
8.	Effects of drinking alcohol	31
9.	Effects of heavy smoking	64
10.	Proper nutrition practices	70
11.	Effects of drugs and alcohol	51
12.	Names of protein foods	40
13.	Dangers of air pollution	64
14.	Proper action given specific symptoms	40
15.	Swimming safety rules	47

Form B		Percent Correct
1.	Dangers of daily use of tooth whitener	65
2.	Dangers of playing with matches	85
3.	Benefits of exercise	78
4.	Dangers involving electricity	86
5.	Effects of caffeine	46
6.	First aid for a small scratch	73
7.	Effects of smoking	91
8.	Ways to prevent the spread of germs	72
9.	Ways to prevent the spread of germs	61
10.	Good eye care practices	78
11.	Identification of poisonous liquids	66
12.	Proper source of vitamins	61
13.	Proper use of medicines	57
14.	Balanced diet	34
15.	Safety rule for crossing road after leaving school bus	48

Form C		Percent Correct
1.	Pool safety rules	91
2.	Effects of overeating	43
3.	Effects of alcohol on driving	79
4.	Benefits of exercising	61
5.	Safe keeping of medicines	67
6.	Causes of lung cancer	87
7.	Value of using dental floss	66
8.	Value of regular medical check-ups	80
9.	Value of eating right	85
10.	Action taken when alone with small child in case of fire	73
11.	Rules for carrying sharply-pointed objects	76
12.	First aid for a small burn	65
13.	Vaccination for measles	51
14.	Safety rules for walking on roads without sidewalks	34
15.	Prevention of tooth decay	85

Goal VII–CREATIVE ACTIVITIES

During the last three years, how many times have you done the following?

A = Have **not done** the activity.

B = Have done the activity **once**.

C = Have done the activity **2 or 3** times.

D = Have done the activity about **5** times.

E = Have done the activity about **8** times (or more).

Form A		A	B	C	D	E
1.	Written an interesting letter to a friend or relative?	16	16	25	14	29*
2.	Written how you felt about a book, a movie or a TV program?	50	16	17	7	10*
3.	Made something used in science, such as a magnet, telescope or thermometer?	43	20	19	8	9*
4.	Done a math problem in a way different from the usual way?	18	18	25	13	27*
5.	Designed and carried out a science experiment with plants or animals?	45	21	19	7	8*
6.	Written about something that really happened to you or someone else?	23	23	27	13	14*
7.	Using your own ideas, decorated an inside area, such as a stage, a gymnasium or a room?	33	20	22	10	14*
8.	Painted a picture showing something you had seen?	22	21	24	13	19*
9.	Cut up or put together paper or cardboard to make something?	15	19	26	14	26*
10.	Played a musical instrument in front of a group of people?	47	16	16	8	12*
11.	Thought up your own dance?	42	18	16	8	15*
12.	Made up the tune for a song?	41	20	16	8	15*

Form B		A	B	C	D	E
1.	Using your own ideas, done a science experiment with chemicals, machines or electricity?	48	18	19	6	9*
2.	Kept track of something in nature, such as habits of birds or changes in the weather?	41	23	20	7	8*
3.	Made up your own crossword puzzle?	29	22	25	10	13*
4.	Written a new ending for a story you had read?	33	20	24	11	12*
5.	Written a make-believe story, such as a mystery, a fairy tale or an adventure?	17	18	26	14	24*
6.	Made signs or posters?	12	17	28	17	25*
7.	Made a drawing or a sketch?	7	11	16	13	52*
8.	Made an art object out of cloth, yarn, string or rug?	16	22	27	14	20*
9.	Put on your own show using puppets, animals or magic?	36	25	21	8	9*
10.	Sung in front of a group of people?	30	19	22	12	16*
11.	Acted in a skit or play?	15	22	30	16	16*
12.	Written a letter to a government or business leader?	61	20	10	4	4*

Form C						
1.	Built a machine or electrical device?	69	13	10	4	5*
2.	Made a display or report showing how something in nature looked or worked, such as the solar system or the water cycle?	40	29	21	[illegible]	4*
3.	Made a display or booklet showing something you had collected in nature, such as rocks or insects?	36	27	22	8	7*
4.	Written your own poem?	19	20	26	14	22*
5.	Written words for a song?	59	19	12	5	6*
6.	Shaped or carved something from a material like clay, soap, or wax?	18	25	29	12	16*
7.	Worked with wood or metal to make something useful or pretty?	31	25	22	9	13*
8.	Performed a dance for a group of people?	52	18	15	6	8*
9.	Given a speech?	45	23	17	7	7*
10.	Made a social studies project such as a map of a country or a display showing how the colonists lived?	25	31	24	9	9*
11.	Made up a plan for solving a problem of your community or school?	63	17	10	4	4*
12.	Written a social studies report telling how you felt about something, such as voting or cleaning up our rivers?	54	22	14	5	5*

Goal VII-A—ATTITUDE TOWARD CREATIVE ACTIVITIES

In the future, how much time would you like to spend doing the activity?

N = **No** time.
VL = **Very little** time.
S = **Some** time.
AL = **A lot** of time.

Form A

		N	VL	S	AL
1.	Written an interesting letter to a friend or relative?	9	14	45	32*
2.	Written how you felt about a book, a movie or a TV program?	33	23	28	16*
3.	Made something used in science, such as a magnet, telescope or thermometer?	22	18	32	26*
4.	Done a math problem in a way different from the usual way?	21	24	32	22*
5.	Designed and carried out a science experiment with plants or animals?	23	18	32	27*
6.	Written about something that really happened to you or someone else?	17	23	38	22*
7.	Using your own ideas, decorated an inside area, such as a stage, a gymnasium or a room?	16	16	32	36*
8.	Painted a picture showing something you had seen?	14	20	35	31*
9.	Cut up or put together paper or cardboard to make something?	12	19	38	31*
10.	Played a musical instrument in front of a group of people?	34	17	25	24*
11.	Thought up your own dance?	34	18	24	24*
12.	Made up the tune for a song?	31	20	26	24*

Form B

		N	VL	S	AL
1.	Using your own ideas, done a science experiment with chemicals, machines or electricity?	20	15	36	28*
2.	Kept track of something in nature, such as habits of birds or changes in the weather?	20	21	35	24*
3.	Made up your own crossword puzzle?	20	22	34	23*
4.	Written a new ending for a story you had read?	28	26	31	16
5.	Written a make-believe story, such as a mystery, a fairy tale or an adventure?	15	19	35	33*
6.	Made signs or posters?	7	15	34	42*
7.	Made a drawing or a sketch?	6	11	28	54*
8.	Made an art object out of cloth, yarn, string or rug?	14	18	35	34*
9.	Put on your own show using puppets, animals or magic?	21	21	33	25*
10.	Sung in front of a group of people?	29	21	26	22*
11.	Acted in a skit or play?	14	19	34	33*
12.	Written a letter to a government or business leader?	37	23	26	14*

Form C

		N	VL	S	AL
1.	Built a machine or electrical device?	34	14	28	24*
2.	Made a display or report showing how something in nature looked or worked, such as the solar system or the water cycle?	22	24	36	18*
3.	Made a display or booklet showing something you had collected in nature, such as rocks or insects?	17	20	36	27*
4.	Written your own poem?	20	23	33	24*
5.	Written words for a song?	33	19	25	23*
6.	Shaped or carved something from a material like clay, soap, or wax?	8	16	36	39*
7.	Worked with wood or metal to make something useful or pretty?	13	15	35	38*
8.	Performed a dance for a group of people?	41	19	21	19*
9.	Given a speech?	36	26	25	12*
10.	Made a social studies project such as a map of a country or a display showing how the colonists lived?	19	24	35	22*
11.	Made up a plan for solving a problem of your community or school?	34	24	27	15*
12.	Written a social studies report telling how you felt about something, such as voting or cleaning up our rivers?	27	25	31	18*

Goal VIII—CAREER AWARENESS

Form A		Percent Correct
1.	Job functions	44
2.	Salary and pay	26
3.	Working conditions	75
4.	Job functions	56
5.	Education and training	51
6.	Abilities required	43
7.	Job functions; working conditions	49
8.	Salary and pay	79
9.	Working conditions	61
10.	Job functions; working conditions	39
11.	Job functions	52
12.	Job functions	67
13.	Occupational clusters	78
14.	Job functions	75

Form B		Percent Correct
1.	Working conditions	51
2.	Salary and pay	48
3.	Job functions	78
4.	Abilities required	69
5.	Job functions	78
6.	Education and training	42
7.	Job functions	62
8.	Working conditions	76
9.	Education and training	57
10.	Job functions	59
11.	Job functions	47
12.	Job functions	66
13.	Education and training	44
14.	Job functions	53

Form C		Percent Correct
1.	Abilities required	18
2.	Job functions	73
3.	Job functions	42
4.	Job functions	37
5.	Abilities required	60
6.	Salary and pay	73
7.	Job functions; working conditions	80
8.	Working conditions	47
9.	Working conditions	43
10.	Job functions	76
11.	Abilities required	56
12.	Abilities required	77
13.	Job functions	46
14.	Occupational clusters	83

Goal IX-A—APPRECIATION OF HUMAN ACCOMPLISHMENTS

Form A

WOULD YOU WANT TO:	Would want to	Might want to	Don't know	Don't think I'd want to	Would not want to
1. Own a set of books by famous writers?	48*	25	14	6	9
2. Hear artists, such as painters or sculptors, tell how they make works of art?	33*	23	17	11	15
3. Find out more about how a play is put on?	31*	25	17	12	14
4. Read books written by well-known American writers?	38*	26	18	9	9
5. Learn more about ways that countries use to get along with each other without fighting?	39*	23	18	9	11
6. Learn about the life of a famous scientist?	35*	22	17	11	14
7. Look at a display showing ways scientists have found to help people stay well?	42*	23	18	8	9
8. Learn more about the laws of our country?	40*	25	16	9	10
9. Look at works of art from other parts of the world?	46*	22	14	7	10
10. Find out more about what makes a movie great?	47*	23	16	6	8
11. Go to a courtroom trial?	34*	19	16	10	21
12. Learn about how the steps of a dance are put together?	27*	20	17	12	24
13. Visit a business or factory to learn more about it?	38*	25	18	9	10
14. Listen to a long piece of music, such as a symphony or an opera?	14*	16	18	15	39
15. Learn about how scientists help farmers grow better crops?	29*	23	20	12	14
16. Learn about how new scientific discoveries are made?	41*	22	17	9	10
17. Go to a meeting of the United States Senate?	21*	19	16	9	16
18. Learn more about how underwater plants are being made into new kinds of food?	39*	24	17	8	11
19. Go to a play that has a lot of songs in it?	24*	21	20	12	22

Form B

1. Read a science magazine?	29*	28	15	11	17
2. Learn more about how an author writes a book?	26*	22	16	14	20
3. Find out more about how someone gets elected to an office?	27*	22	18	14	18
4. Learn about how people in other countries live?	50*	23	13	7	7
5. Go to a meeting of the United Nations?	39*	16	15	9	20
6. Go to a museum to learn how people used to live?	65*	16	9	4	6
7. Visit a science museum?	58*	17	10	6	8
8. Learn more about new uses of atomic energy?	32*	22	18	11	16
9. See a famous dancer perform?	32*	18	15	10	24
10. Learn more about people who became well-known because of the music they wrote?	37*	21	18	9	14

WOULD YOU WANT TO:	Would want to	Might want to	Don't know	Don't think I'd want to	Would not want to
11. Visit a display showing how art is changing today?	34*	23	18	10	15
12. Learn about the life of a famous artist, such as a painter or sculptor?	31*	22	18	11	16
13. Go to a science fair?	45*	20	15	8	12
14. Visit a place where scientists are at work?	54*	18	12	6	10
15. See a movie that was made in another country?	38*	25	19	7	10
16. Listen to police officers or lawyers give a talk about their work?	28*	21	19	12	21
17. Hear a famous writer read from his or her books?	22*	22	22	12	21
18. Hear a composer tell how he or she writes music?	25*	20	19	13	23
19. Learn more about what it takes to become a good actor or actress?	47*	18	14	7	14

Form C

1. Learn more about how a good movie is made?	51*	24	11	6	7
2. Find out more about a group that was formed to help people in your town?	30*	28	21	10	10
3. Look at a display showing new ways energy from the sun is being used?	44*	21	16	10	9
4. Hear a world-famous scientist give a talk?	31*	21	18	13	18
5. See a world-famous play?	44*	21	15	8	11
6. Go to a concert to hear world-famous musicians play many kinds of music?	45*	21	14	8	11
7. Learn about how a poet writes a poem?	22*	22	19	14	22
8. Hear world-famous singers sing a number of kinds of music?	48*	21	14	8	9
9. Learn about your local government by talking to one of its leaders?	28*	21	20	12	19
10. Look at pictures painted by a famous artist?	41*	23	17	8	11
11. Listen to a group of scientists talk about their discoveries?	32*	23	18	10	16
12. Learn more about how laws are made by our government?	28*	23	20	12	16
13. Watch people do dances that are done in other parts of the world?	38*	21	17	9	14
14. Read stories written by persons from other parts of the world?	33*	25	21	9	11
15. Spend a day with a mayor to see what he or she does?	38*	22	16	10	13
16. Watch an artist make an art object or painting?	48*	21	14	7	9
17. Find out more about the things Black Americans have done for our country?	33*	25	20	9	12
18. Learn more about what scientists are doing to make sure we have enough energy for the future?	41*	23	17	9	10
19. Learn more about how scientists can tell what kind of weather we will have?	44*	23	16	8	10

47 BEST COPY AVAILABLE

Goal IX-K—KNOWLEDGE OF HUMAN ACCOMPLISHMENTS

Form A	Per Cent Correct
1. Science or medicine	64
2. Music or dance	75
3. Science or medicine	62
4. Writing, books or plays	67
5. Art	27
6. Music or dance	22
7. Government or politics	56
8. Art	73
9. Music or dance	71
10. Science or medicine	21
11. Writing, books or plays	57
12. Government or politics	20
13. Music or dance	19
14. Writing, books or plays	48
15. Government or politics	66

Form C	Per Cent Correct
1. Writing, books or plays	59
2. Art	67
3. Music or dance	20
4. Government or politics	80
5. Art	28
6. Music or dance	60
7. Science or medicine	58
8. Writing, books or plays	29
9. Government or politics	58
10. Music or dance	49
11. Writing, books or plays	11
12. Government or politics	90
13. Science or medicine	60
14. Music or dance	30
15. Science or medicine	53

Form B	Per Cent Correct
1. Government or politics	21
2. Writing, books or plays	51
3. Music or dance	37
4. Government or politics	56
5. Writing, books or plays	62
6. Science or medicine	58
7. Music or dance	29
8. Art	54
9. Government or politics	20
10. Music or dance	72
11. Art	19
12. Writing, books or plays	48
13. Science or medicine	43
14. Music or dance	56
15. Science or medicine	52

Goal X—INFORMATION USAGE

Form A		Percent Correct
1.	Drawing inferences	50
2.	Drawing inferences	49
3.	Consequences and values	67
4.	Drawing inferences	50
5.	Information seeking	59
6.	Consequences and values	51
7.	Consequences and values	56
8.	Information seeking	69
9.	Information seeking	54
10.	Information seeking	72
11.	Consequences and values	60

Form B		Percent Correct
1.	Drawing inferences	48
2.	Information seeking	62
3.	Consequences and values	71
4.	Drawing inferences	49
5.	Information seeking	55
6.	Consequences and values	69
7.	Consequences and values	60
8.	Drawing inferences	43
9.	Information seeking	57
10.	Information seeking	33
11.	Consequences and values	55

Form C		Percent Correct
1.	Drawing inferences	60
2.	Information seeking	46
3.	Consequences and values	67
4.	Consequences and values	37
5.	Consequences and values	66
6.	Drawing inferences	66
7.	Consequences and values	65
8.	Information seeking	50
9.	Information seeking	63
10.	Drawing inferences	41
11.	Information seeking	49

Educational Quality Assessment

School Report: A Status Profile

DISTRICT:
COUNTY:
I.U. NUMBER:
NO. 5-8-11 BLDGS.:
SCHOOL NAME:
LEVEL:
SCHOOL BLDG. NO.:
SUPERINTENDENT:
REPRESENTATIVE:
TELEPHONE:
STRUCTURE:

SAMPLE SCHOOL REPORT

These color pages duplicate portions of an authentic school report, and data represent an actual Pennsylvania school.

Pennsylvania Department of Education 1979

1. STUDENT OUTCOMES:

A. GENERAL SUMMARY:

Average (mean) of the raw student scores

Percentile rank in the state of this school in this goal area

Mean raw score range predicted for the school

Shortened name for the goal

Number of students who were given scores for this goal

GOAL	AREA	NUMBER STUDENTS	SCHOOL SCORE	SCHOOL %ILE	PREDICTED SCORE RANGE
I	SELF-ESTEEM	53	62.49	60	59.77 - 65.35
II	UNDERSTANDING OTHERS	52	113.60	25	110.62 - 124.07
III-R	BASIC SKILLS: READING	55	27.98	55	25.05 - 30.09
III-W	BASIC SKILLS: WRITING SKILLS	55	31.20	80	27.65 - 31.60
III-M	BASIC SKILLS: MATHEMATICS	55	39.76	75	35.36 - 40.96
IV	INTEREST IN SCHOOL AND LEARNING	55	50.84	10	51.34 - 57.07
V-A	SOCIETAL RESPONSIBILITY	53	42.62	40	40.38 - 44.89
V-K	KNOWLEDGE OF LAW/GOVERNMENT	55	10.91	55	10.45 - 12.76
VI	HEALTH KNOWLEDGE	53	31.75	85	28.79 - 32.17
VII	CREATIVE ACTIVITIES	53	60.74	90	48.65 - 58.71
VIII	CAREER AWARENESS	53	25.92	70	23.88 - 27.35
IX-A	APPRECIATING HUMAN ACCOMPLISHMENTS	53	145.13	40	138.10 - 156.28
IX-K	KNOWLEDGE OF HUMAN ACCOMPLISHMENTS	53	22.25	60	19.74 - 24.00
X	INFORMATION USAGE	53	16.92	25	17.36 - 20.90

Percentiles are rounded to the nearest 5th

FOR COMPLETE INFORMATION, SEE MANUAL FOR INTERPRETING SCHOOL REPORTS, 1979; HARRISBURG: PENNSYLVANIA DEPARTMENT OF EDUCATION.

B. PERCENTILE BANDS BY GOALS:

Sixty-six per cent of the schools will in theory fall in the prediction band

CONFIDENCE INTERVALS

Distances based on z-scores (see Appendix B)

PERCENTILES

GOAL	AREA	1 2 5	10	20	30	40	50	60	70	80	90	95	98	99
I	SELF-ESTEEM						M							
II	UNDERSTANDING OTHERS						XXXXAXXXXAXXXXXXXXXX							
III-R	BASIC SKILLS: READING						M							
III-W	BASIC SKILLS: WRITING SKILLS						XXXXAXXXAXXXX							
III-M	BASIC SKILLS: MATHEMATICS						M							
IV	INTEREST IN SCHOOL AND LEARNING						XXXXXXXXXAXXXXXX							
V-A	SOCIETAL RESPONSIBILITY					A	M							
V-K	KNOWLEDGE OF LAW/GOVERNMENT						XXXXXXXXXXAXXXXX							
VI	HEALTH KNOWLEDGE						M							
VII	CREATIVE ACTIVITIES						XXXXXXXXXXXXXXXXXX							
VIII	CAREER AWARENESS						M							
IX-A	APPRECIATING HUMAN ACCOMPLISHMENTS						XXXXXXXXXXXXXXXXXX							A
IX-K	KNOWLEDGE OF HUMAN ACCOMPLISHMENTS						M							
X	INFORMATION USAGE						XXXXXXXXXXXXXXX							
							M							
							XXXXXXXXXXXXXXX							
						A	M							
							XXXXXXXXXXXXXXX							

If A is next to X band, check page 2 to determine if within band

N.B. AN "A" IN THE TABLE DESIGNATES THE LOCATION OF THE OBSERVED, ACTUAL SCHOOL VALUE.

"M" IS USED TO REPRESENT THE MEDIAN (50TH %ILE).

THE BAND OF X'S IS THE PREDICTION BAND.

2. CONDITION VARIABLES:

Percentiles are rounded to the nearest 5th

Number of teachers who responded to these items

VARIABLE NAME	VAR. NO.	ACRONYM	MEAN	SCHOOL %ILE	NUMBER REPLYING
GRADE ENROLLMENT	1	GRENROLL	53.00	50	0
PERCENTAGE OF TITLE I STUDENTS	2	PCTTITLI	17.10	50	0
TUITION RATE	3	TUITION	936.00	10	0
TEACHER LOCALE	4	TLOCALE	1.79	85	14
SATISFACTION WITH RELATIONSHIPS WITH PARENTS	5	TSATPAR	2.29	50	14
TEACHER EDUCATION	6	TEDUC	1.43	35	14
TEACHER EXPERIENCE	7	TEXPER	7.36	5	14
CLASS SIZE	8	CLSIZE	23.71	40	14
TEACHER ESTIMATION OF READING INSTRUCTION TIME (GR. 5 ONLY)	9	READTIME	5.73	60	11
TEACHER ESTIMATION OF MATHEMATICS INSTRUCTION TIME (GR.5 ONLY)	10	MATHTIME	4.09	40	11
ACTIVITIES EXTERNAL TO THE CLASSROOM	11	EXTRACT	9.50	5	12
TEACHER/STUDENT/PARENT RELATIONSHIPS	12	TRELATE	20.64	70	14
FACTORS DISRUPTIVE TO CLASSROOM MANAGEMENT	13	DISRUPT	20.57	65	14
TEACHER INFLUENCE UPON CLASSROOM DECISIONS	14	INFLUENC	16.79	15	14
STAFF INTERPERSONAL RELATIONSHIPS	15	TSTAFF	8.36	65	14
DISCIPLINE PROBLEMS	16	DISCPROB	10.00	30	14

These were obtained from administrative records

These were obtained from teacher questionnaire (See Appendix A)

These item replies can be compared to statewide item replies given on Table 6

5. TSATPAR (TEACHER SATISFACTION WITH RELATIONSHIPS WITH PARENTS)

	VERY SATISFIED	SOMEWHAT SATISFIED	SOMEWHAT DISSATISFIED	VERY DISSATISFIED
IN YOUR TEACHING SITUATION HOW SATISFIED ARE YOU WITH YOUR RELATIONSHIPS WITH PARENTS AND PARENT GROUPS?	36%	57%	7%	0%

11. EXTRACT (ACTIVITIES EXTERNAL TO THE CLASSROOM)

	NOT A PROBLEM	MODERATE PROBLEM	SERIOUS PROBLEM	CRITICAL PROBLEM
THERE ARE TOO FEW ACTIVITIES WHICH RECOGNIZE THE TALENT OF OUR STUDENTS.	45%	18%	27%	9%
THERE IS LITTLE EMPHASIS ON VOCATIONAL DEVELOPMENT.	45%	27%	18%	9%
THERE IS NO TIME OR PLACE FOR STUDENTS AND TEACHERS TO INTERACT OUTSIDE OF THE CLASSROOM.	25%	25%	17%	33%
NOT ENOUGH TEACHERS ARE INVOLVED IN HELPING STUDENTS OVERCOME PROBLEMS.	50%	25%	25%	0%
NOT ENOUGH TEACHERS ACTIVELY PARTICIPATE IN EXTRACURRICULAR ACTIVITIES.	9%	55%	36%	0%

12. TRELATE (TEACHER/STUDENT/PARENT RELATIONSHIPS)

THE STUDENTS IN THIS SCHOOL AREN'T REALLY INTERESTED IN LEARNING.	43%	57%	0%	0%
TOO MANY OF MY STUDENTS ARE INDIFFERENT TO SCHOOL.	29%	57%	14%	0%
THERE IS NOT ENOUGH PARENT-TEACHER INTERACTION.	71%	21%	7%	0%
TOO MANY PARENTS TAKE LITTLE OR NO INTEREST IN THEIR CHILDREN'S SCHOOL WORK.	36%	43%	14%	7%
THE QUALITY OF TEACHER-PARENT INTERACTION IS NOT GOOD.	62%	31%	8%	0%
WHEN A PROBLEM ARISES INVOLVING A COMMUNITY GROUP, THE TEACHERS HAVE LITTLE INPUT INTO THE SOLUTION.	42%	33%	17%	8%
THE PARENTS DO NOT SUPPORT WHAT THE SCHOOL DOES.	57%	36%	0%	7%
THE PARENTS DO NOT PLACE A HIGH VALUE ON EDUCATION.	57%	29%	14%	0%
STUDENTS IN THIS SCHOOL HAVE POOR STUDY HABITS.	14%	64%	14%	7%

13. DISRUPT (FACTORS DISRUPTIVE TO CLASSROOM MANAGEMENT)	NOT A PROBLEM	MODERATE PROBLEM	SERIOUS PROBLEM	CRITICAL PROBLEM
THE DIFFERENT RACES OR ETHNIC GROUPS DON'T GET ALONG WELL ENOUGH TOGETHER.	79%	21%	0%	0%
THE ACHIEVEMENT LEVELS OF MY STUDENTS ARE TOO HETEROGENEOUS.	50%	36%	14%	0%
HEALTH AND NUTRITION PROBLEMS SEEM TO AFFECT THE LEARNING OF MY STUDENTS.	86%	0%	14%	0%
THE EMPHASIS ON ATHLETICS IN THIS SCHOOL DISRUPTS CLASSROOM LEARNING.	92%	0%	8%	0%
THE COMPETITION FOR GRADES AT THIS SCHOOL PUTS TOO MUCH PRESSURE ON STUDENTS.	79%	21%	0%	0%
MY STUDENTS ARE CHRONICALLY ABSENT FROM SCHOOL.	71%	14%	14%	0%
THERE ARE TOO MANY OUTSIDE INTERRUPTIONS DURING CLASS PERIODS.	71%	14%	14%	0%
I HAVE TO SPEND TOO MUCH TIME ON NON-INSTRUCTIONAL DUTIES.	33%	25%	25%	17%

14. INFLUENC (TEACHER INFLUENCE UPON INSTRUCTIONAL DECISIONS)				
PHYSICAL FACILITIES OF THIS SCHOOL LIMIT THE KINDS OF PROGRAMS PROVIDED FOR STUDENTS.	71%	29%	0%	0%
I WORK WITH TOO MANY STUDENTS EACH DAY.	50%	43%	0%	7%
LACK OF FREEDOM TO TEACH THE WAY I WANT TO MAKES ME LESS EFFECTIVE WITH MY STUDENTS.	57%	21%	7%	14%
TEACHERS HAVE LITTLE CONTROL OVER MATTERS SUCH AS TEXTBOOK SELECTION, CURRICULUM AND INSTRUCTIONAL PROGRAMS.	0%	50%	14%	36%
WHEN NEW CURRICULUM PROGRAMS ARE INITIATED, I AM NOT CONSULTED OR TRAINED.	29%	29%	14%	29%
MY TEACHING IS LIMITED BY THE QUALITY OF OR LACK OF INSTRUCTIONAL EQUIPMENT AND MATERIALS.	31%	54%	15%	0%
HAVING TO TEACH SPECIAL EDUCATION STUDENTS IN REGULAR CLASSES IS A PROBLEM.	23%	54%	15%	8%
THERE IS TOO LITTLE TEACHER INPUT IN SOLVING ADMINISTRATIVE PROBLEMS.	14%	36%	36%	14%
IN-SERVICE EDUCATION PROVIDED BY THE DISTRICT DOES NOT MEET MY NEEDS.	0%	43%	21%	36%

15. TSTAFF (STAFF INTERPERSONAL RELATIONSHIPS)				
THE SUPPORT STAFF IN THIS SCHOOL IS NOT COOPERATIVE.	86%	14%	0%	0%
THE TEACHERS DON'T SEEM TO BE ABLE TO WORK WELL TOGETHER.	86%	14%	0%	0%
THERE IS LITTLE INTERACTION AMONG TEACHERS IN THIS SCHOOL, I.E., EVERYONE IS DOING HIS/HER OWN THING.	71%	21%	7%	0%

16. DISCPROB (DISCIPLINE PROBLEMS)				
TOO MUCH TIME IS SPENT ON DISCIPLINE PROBLEMS.	36%	43%	14%	7%
THE VALUES HELD BY THE STUDENTS ARE IN CONFLICT WITH THOSE OF THE SCHOOL.	57%	29%	14%	0%
TOO LITTLE SUPPORT ON DISCIPLINE IS PROVIDED BY ADMINISTRATORS.	21%	29%	43%	7%
TOO LITTLE SUPPORT ON DISCIPLINE IS GIVEN BY THE PARENTS.	7%	43%	43%	7%
DISRUPTION OF MY CLASS(ES) BY STUDENTS IS A CONTINUING FRUSTRATION.	50%	36%	14%	0%

****

2. CONDITION VARIABLES CONTINUED:

Percentiles are rounded to the nearest 5th

VARIABLE NAME	VAR. NO.	ACRONYM	MEAN	SCHOOL %ILE	NUMBER REPLYING
PARENTAL EDUCATION	17	PAREDUC	4.00	80	46
PARENTAL OCCUPATION	18	PAROCC	63.91	80	53
OCCUPATIONAL DESIRE (GR. 11 ONLY)	19	OCDESIRE	0.0	Not collected from Grade 5 students	
OCCUPATIONAL EXPECTATION (GR. 11 ONLY)	20	OCEXPECT	0.0		
PER CENT GIRLS	21	PCTGIRLS	45.45	30	55
TYPE OF COMMUNITY	22	RESIDP	0.31	20	55
PER CENT WHITE STUDENTS	23	PCTWHITE	98.15	55	54
ACCESSIBILITY OF LIBRARY	24	LIBRARY	1.00	5	55
STABILITY OF STUDENT RESIDENCE	25	STABLE	3.75	75	55
FAMILY SIZE	26	FAMSIZE	2.16	30	55
FAMILY ORDER	27	FAMORDER	1.16	60	55
STUDENT PERCEPTION OF PARENTAL INTEREST IN SCHOOL	28	SPARINT	6.13	45	54
AMOUNT OF HOMEWORK	29	HOMEWORK	1.93	55	54
STUDENT TIME SPENT WATCHING TELEVISION	30	TVWATCH	2.81	85	54
STUDENT PERCEPTION OF PARENTAL EXPECTATIONS (GR. 8 & 11 ONLY)	31	PAREXP	0.0	Not collected from Grade 5 students	
STUDENT EDUCATIONAL EXPECTATIONS (GR. 8 & 11 ONLY)	32	EDEXPECT	0.0		
STUDENT PERCEPTION OF TEACHER EXPECTATIONS (GR. 8 & 11 ONLY)	33	STEACHEX	0.0		
READING MATERIAL IN THE HOME	34	HOMEREAD	11.09	55	55
HOME CLIMATE	35	HOMECLIM	26.25	80	52

Collected from students

These item replies can be compared to statewide item replies given on Table 6

****

28. SPARINT (STUDENT PERCEPTION OF PARENTAL INTEREST)

	ALMOST ALWAYS	USUALLY	SOMETIMES	ALMOST NEVER
MY PARENTS ENJOY HEARING ABOUT SCHOOL.	50%	31%	15%	4%
MY PARENTS FEEL THE SCHOOL IS DOING A GOOD JOB.	39%	41%	17%	4%
MY PARENTS SUPPORT WHAT THE SCHOOL DOES.	22%	37%	30%	11%

****

29. HOMEWORK (AMOUNT OF HOMEWORK)

FROM THE TIME YOU GET HOME FROM SCHOOL UNTIL YOU GO TO BED, HOW MUCH TIME DO YOU USUALLY SPEND ON HOMEWORK?

ABOUT THREE HOURS (OR MORE)	7%
ABOUT TWO HOURS	17%
ABOUT ONE HOUR	43%
LESS THAN ONE HOUR	28%
NONE	6%

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30. TVWATCH (STUDENT TIME SPENT WATCHING TELEVISION)

FROM THE TIME YOU GET HOME FROM SCHOOL UNTIL YOU GO TO BED, HOW MUCH TIME DO YOU USUALLY SPEND WATCHING T.V.?

ABOUT FIVE HOURS (OR MORE)	41%
ABOUT FOUR HOURS	13%
ABOUT THREE HOURS	35%
ABOUT TWO HOURS	9%
ABOUT ONE HOUR (OR LESS)	2%

****

THE VARIABLES PAREXP (31), EDEXPECT (32) AND STEACHEX (33) ARE NOT COLLECTED AT GRADE 5

SUMMARY OF CRITERION REFERENCED INFORMATION

PERCENT OF STUDENTS SHOWING POSITIVE ATTITUDES OR DEMONSTRATING KNOWLEDGE AT THREE CRITERION LEVELS

For example for Goal I
One third = 4 items out of 11 items in favorable way
More than one half = 6 items out of 11 items in favorable way
Two thirds = 6 items out of 11 items in favorable way

GOAL	AREA NAME	CRITERION LEVELS: ONE THIRD STATE	ONE THIRD LOCAL	ONE HALF STATE	ONE HALF LOCAL	TWO THIRDS STATE	TWO THIRDS LOCAL
I	SELF-ESTEEM	95%	89%	80%	81%	50%	57%
II	UNDERSTANDING OTHERS	88%	81%	59%	48%	31%	23%
III-R	BASIC SKILLS: READING	78%	78%	56%	58%	39%	44%
III-W	BASIC SKILLS: WRITING SKILLS	93%	98%	73%	87%	54%	65%
III-M	BASIC SKILLS: MATHEMATICS	93%	98%	68%	80%	38%	45%
IV	INTEREST IN SCHOOL AND LEARNING	99%	98%	90%	82%	78%	62%
V-A	SOCIETAL RESPONSIBILITY	93%	83%	77%	74%	65%	66%
V-K	KNOWLEDGE OF LAW/GOVERNMENT	72%	75%	51%	53%	30%	31%
VI	HEALTH KNOWLEDGE	95%	100%	79%	92%	57%	68%
VII	CREATIVE ACTIVITIES	94%	94%	70%	83%	57%	68%
VIII	CAREER AWARENESS	89%	96%	63%	75%	34%	40%
IX-A	APPRECIATING HUMAN ACCOMPLISHMENTS	86%	83%	62%	53%	38%	32%
IX-K	KNOWLEDGE OF HUMAN ACCOMPLISHMENTS	80%	79%	48%	51%	25%	23%
X	INFORMATION USAGE	81%	79%	60%	57%	36%	26%

ITEM FREQUENCY ANALYSIS FOR GOAL I SELF-ESTEEM

FORM	ITEM	OMIT	PERCENT RESPONSE BY OPTION 1	2	3	4
A						
	1	6	33*	50	0	11
	2	6	17	22	44	11*
	3	0	28*	50	17	6
	4	0	11	50	17	22*
	5	0	33*	39	17	11
	6	0	11	17	33	39*
	7	0	6	17	39	39*
	8	0	39*	39	17	6
	9	0	28*	33	22	17
	10	0	17	22	28	33*
	11	0	0	11	39	50*
B						
	1	0	22*	61	11	6
	2	0	28	28	22	22*
	3	0	0	28	28	44*
	4	6	28*	39	17	11
	5	0	0	39	28	33*
	6	0	11	17	11	61*
	7	0	17*	50	22	11
	8	0	11	28	39	22*
	9	0	33*	50	11	6
	10	0	17*	28	17	39
	11	0	11	17	22	50*
C						
	1	0	6*	18	29	47
	2	0	6	29	18	47*
	3	0	24*	53	18	6
	4	0	6	12	18	65*
	5	0	6	0	35	59*
	6	6	18*	47	18	12
	7	0	29	12	29	29*
	8	0	12*	35	0	53
	9	0	24	18	6	53*
	10	0	59*	29	6	6
	11	0	6	18	18	59*

The asterisk (*) indicates the most favorable end of the continuum

NUMBER OF STUDENTS REPLYING: FORM A (N= 18) FORM B (N= 18) FORM C (N= 17)

TOTAL SCALE RELIABILITY ESTIMATE= 0.91 PERCENTAGE OF OMITS= 0.7%

(This page is a sample of the affective goal item response data pages and the Goal X page which follows is a sample of the cognitive pages. Pages 10-23 have been deleted to conserve space.)

ITEM FREQUENCY ANALYSIS FOR GOAL X INFORMATION USAGE

FORM	ITEM	OMIT	PERCENT RESPONSE BY OPTION 1	2	3	4
A						
	1	0	0	22	50*	28
	2	0	33	17	11	33*
	3	0	6	11	78*	6
	4	0	22	22	50*	6
	5	0	6	17	56*	22
	6	0	0	39*	28	33
	7	0	33	17	22	28
	8	0	11	17	17	56*
	9	0	0	50	39*	11
	10	0	28	50*	11	11
	11	0	44*	22	11	22
B						
	1	0	28	6	50*	17
	2	0	6	72*	6	17
	3	0	11	83*	0	6
	4	0	6	56*	11	28
	5	0	28	22	6	44*
	6	0	11	0	11	78*
	7	0	89*	11	0	0
	8	0	17	28	11	44*
	9	0	17	11	67*	6
	10	0	28	0	56	17*
	11	0	17	28*	50	6

FORM	ITEM	OMIT	PERCENT RESPONSE BY OPTION 1	2	3	4
C						
	1	0	6	47*	35	12
	2	0	12	18	29	41*
	3	0	0	71*	12	18
	4	0	35*	12	6	47
	5	0	18	65*	12	6
	6	0	47*	24	12	18
	7	0	18	71*	6	6
	8	0	12	24	24	41*
	9	0	24	41*	12	24
	10	0	29	35*	18	18
	11	0	18	12	41*	29

The asterisk (*) indicates the correct response

NUMBER OF STUDENTS REPLYING: FORM A (N= 18) FORM B (N= 18) FORM C (N= 17)

TOTAL SCALE RELIABILITY ESTIMATE= 0.84 PERCENTAGE OF OMITS= 0.0%

APPENDICES

APPENDIX A

PENNSYLVANIA DEPARTMENT OF EDUCATION
EDUCATIONAL QUALITY ASSESSMENT
TEACHER QUESTIONNAIRE

School Name _____ District Name _____

INSTRUCTIONS: Information received will be aggregated and reported in terms of relationships to student achievement. No individuals can be identified, thus no individual information will be reported. Please respond to the items by blackening the circles. USE A NO. 2 PENCIL ONLY.

1. Are you a classroom teacher (i.e. spend more than 50% of your school time in classroom instruction)?
   - Ⓐ Yes
   - Ⓑ No

2. Where did you graduate from high school? 4 TLOCALE
   - Ⓐ In or within 30 miles of the boundaries of this school district
   - Ⓑ More than 30 miles but less than 100 miles from the present boundaries of this school district
   - Ⓒ One hundred miles or more from the boundaries of this school district

3. In your teaching situation, how satisfied are you with your relationships with parents and parent groups? 5 TSATPAR
   - Ⓐ Very Satisfied
   - Ⓑ Somewhat Satisfied
   - Ⓒ Somewhat Dissatisfied
   - Ⓓ Very Dissatisfied

4. Which of the following best describes your level of formal education? 6 TEDUC
   - Ⓐ No degree
   - Ⓑ Bachelor's degree
   - Ⓒ Master's degree or equivalency
   - Ⓓ Master's degree plus one year
   - Ⓔ Doctor's degree

5. Including this year, how many years of teaching experience do you have? 7 TEXPER	6. What is your average **class** size? (Exclude supervisory duties such as study hall.) 8 CLSIZE	ELEMENTARY TEACHERS ONLY	
		7. During the typical school **week**, about how many hours does your average student spend in direct instruction of reading skills?* 9 READTIME	8. During the typical school **week**, about how many hours does your average student spend in formal math instruction?* 10 MATHTIME

*If you are not involved in these areas, please leave blank.

INSTRUCTIONS: Each of the following items is a problem for some teachers in some schools. Check the degree to which each one is a problem to you in your current assignment by using these definitions: Not a problem—has little or no effect on student performance; Moderate problem—has only limited effect on student performance; Serious problem—has considerable effect on student performance; Critical problem—has crucial effect on student performance.

A = Not a Problem
B = Moderate Problem
C = Serious Problem
D = Critical Problem

		VARIABLE*
1.	The students in this school aren't really interested in learning	Ⓐ Ⓑ Ⓒ Ⓓ 12
2.	Too many of my students are indifferent to school	Ⓐ Ⓑ Ⓒ Ⓓ 12
3.	There are too few activities which recognize the talent of our students	Ⓐ Ⓑ Ⓒ Ⓓ 11
4.	The different races or ethnic groups don't get along well together	Ⓐ Ⓑ Ⓒ Ⓓ 13
5.	There is little emphasis on vocational development	Ⓐ Ⓑ Ⓒ Ⓓ 11
6.	There is no time or place for students and teachers to interact outside of the classroom	Ⓐ Ⓑ Ⓒ Ⓓ 11
7.	Not enough teachers are involved in helping students overcome problems	Ⓐ Ⓑ Ⓒ Ⓓ 11
8.	Not enough teachers actively participate in extracurricular activities	Ⓐ Ⓑ Ⓒ Ⓓ 11
9.	There is not enough parent-teacher interaction	Ⓐ Ⓑ Ⓒ Ⓓ 12
10.	Too many parents take little or no interest in their children's school work	Ⓐ Ⓑ Ⓒ Ⓓ 12
11.	The quality of teacher-parent interaction is not good	Ⓐ Ⓑ Ⓒ Ⓓ 12
12.	When a problem arises involving a community group, the teachers have little input into the solution	Ⓐ Ⓑ Ⓒ Ⓓ 12
13.	The parents do not support what the school does	Ⓐ Ⓑ Ⓒ Ⓓ 12
14.	The parents do not place a high value on education	Ⓐ Ⓑ Ⓒ Ⓓ 12
15.	Students in this school have poor study habits	Ⓐ Ⓑ Ⓒ Ⓓ 12
16.	The achievement levels of my students are too heterogeneous	Ⓐ Ⓑ Ⓒ Ⓓ 13
17.	Health and nutrition problems seem to affect the learning of my students	Ⓐ Ⓑ Ⓒ Ⓓ 13
18.	The emphasis on athletics in this school disrupts classroom learning	Ⓐ Ⓑ Ⓒ Ⓓ 13
19.	The competition for grades at this school puts too much pressure on students	Ⓐ Ⓑ Ⓒ Ⓓ 13
20.	My students are chronically absent from school	Ⓐ Ⓑ Ⓒ Ⓓ 13
21.	Physical facilities of this school limit the kinds of programs provided for students	Ⓐ Ⓑ Ⓒ Ⓓ 14
22.	I work with too many students each day	Ⓐ Ⓑ Ⓒ Ⓓ 14
23.	Lack of freedom to teach the way I want to makes me less effective with my students	Ⓐ Ⓑ Ⓒ Ⓓ 14
24.	Teachers have little control over matters such as textbook selection, curriculum and instructional programs	Ⓐ Ⓑ Ⓒ Ⓓ 14
25.	When new curriculum programs are initiated, I am not consulted or trained	Ⓐ Ⓑ Ⓒ Ⓓ 14
26.	There are too many outside interruptions during class periods	Ⓐ Ⓑ Ⓒ Ⓓ 13
27.	I have to spend too much time on non-instructional duties	Ⓐ Ⓑ Ⓒ Ⓓ 13
28.	My teaching is limited by the quality of or lack of instructional equipment and materials	Ⓐ Ⓑ Ⓒ Ⓓ 14
29.	Having to teach special education students in regular classes is a problem	Ⓐ Ⓑ Ⓒ Ⓓ 14
30.	The support staff in this school is not cooperative	Ⓐ Ⓑ Ⓒ Ⓓ 15
31.	The teachers don't seem to be able to work well together	Ⓐ Ⓑ Ⓒ Ⓓ 15
32.	There is too little teacher input in solving administrative problems	Ⓐ Ⓑ Ⓒ Ⓓ 14
33.	There is little interaction among teachers in this school, i.e. everyone is doing his/her own thing	Ⓐ Ⓑ Ⓒ Ⓓ 15
34.	In-service education provided by the district does not meet my needs	Ⓐ Ⓑ Ⓒ Ⓓ 14
35.	Too much time is spent on discipline problems	Ⓐ Ⓑ Ⓒ Ⓓ 16
36.	The values held by the students are in conflict with those of the school	Ⓐ Ⓑ Ⓒ Ⓓ 16
37.	Too little support on discipline is provided by administrators	Ⓐ Ⓑ Ⓒ Ⓓ 16
38.	Too little support on discipline is given by the parents	Ⓐ Ⓑ Ⓒ Ⓓ 16
39.	Disruption of my class(es) by students is a continuing frustration	Ⓐ Ⓑ Ⓒ Ⓓ 16

*11. EXTRACT 12. TRELATE 13. DISRUPT 14. INFLUENC 15. TSTAFF 16. DISCPROB

APPENDIX B

TIPS FOR WORKING WITH THE NEWS MEDIA*

1. Accuracy is absolutely essential in all information given to the news media. Double check names (including spellings), dates, places, statistics, and other data before submitting material to the media.

2. Be concise in stating your message, but still give enough details to explain your points and to create a story that makes sense. Use the traditional who, what, when, where, and why elements. Credit sources of opinions and factual statements, using direct quotations where appropriate.

3. Follow all standard procedures for the physical preparation of news releases, such as typing, double-spaced, on one side of the page only, etc. Wherever possible, give information in written form rather than verbally. Proofread every press release carefully; find even the smallest errors and correct them very neatly. Never send carbon copies to the media, but always keep a carbon of each release on file in case verification of facts is necessary later.

4. If you lack the personnel or skills to write a press release in story form, prepare a well-organized fact sheet giving all details in logical order.

5. Remember news reporters usually are not trained educators. Keep your information understandable. If terminology or statistics are confusing, your story may be ignored or written inaccurately. Expect to have your releases condensed and/or rewritten by media staff members.

6. Analyze the media staffing patterns and direct your information to the person most likely to handle your story. Be prepared for inquiries initiated by education editors or reporters with larger media outlets; they will not necessarily wait to hear from you.

7. Avoid using "pull" with the media executives, but if you really do need help in determining which department or staff member is best able to handle your story, consult the managing editors or station managers. Always be fully cooperative in following through with staff members.

8. Do a thorough job of providing information so that your story does not cost the media much in terms of time, energy or money.

9. Editors aim to maintain their objectivity. Never try to pressure them by telling them they "must" cover a particular story. Make your information vital enough so that the importance of the story is obvious.

10. Treat the news media equally. Strong resentment can result when one newspaper, for example, is deliberately given an "exclusive." Other media may ignore subsequent stories, and even the favored outlet may lose respect for the source of the information. On the other hand, the reporter who asks for an exclusive feature story on a special angle he has researched himself is entitled to it, and his request should be respected.

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*Excerpted from *Keeping the Public Informed: Accent on Accountability*. Cooperative Accountability Project, Denver, Colorado.

11. Whenever possible, news releases should be designed specifically for a particular newspaper, radio or television station, keeping in mind their individual format and style of coverage.

12. The editorial policy of a newspaper, radio or television station seldom can be changed. Attempts to "direct" editorial policy are doomed to failure. Provide complete and accurate information; don't try to dictate a point of view.

13. Always provide the name and telephone number of a knowledgeable person who may be contacted by the media if they have questions about your story or want additional information.

Specificity and Detail Can Vary

Without hiding information, one can be less specific in communicating results than were the reports. A solution to this problem is to report district scores by quartiles rather than percentiles. (One could just as well use quintiles, deciles, stanines or any other means of standardizing scores). This is a perfectly honest, legitimate reporting procedure, particularly when the audience will read undue significance to one school's being at the 14th percentile and another's being at the 21st. It can also minimize the pitting of one school against another, which is *not* the purpose of the assessment. The purpose is to give decision-makers *information* about their schools.

Not every number in every report can or must be communicated to every audience. There is no doubt that one of the strengths of the report is its thoroughness and many feel any abridgment will weaken it. But a central office administrator, or whoever is charged with the task, must face the fact that the potential audiences, being statistically less sophisticated, may not comprehend (and, worse, may misunderstand) all the information. The presenter must also face the fact that every audience may not be all that interested in the total school picture that the report presents. Many teachers, particularly at the secondary level, whether by training or inclination, take a narrow view of their role: *My job is to teach physics, not citizenship.* To the extent such attitudes exist, individual teachers may be less fascinated with the report than their principal.

Releases Should Be Coordinated

In the past, some districts have shared results with the school board but not informed their faculties. When questioned, teachers were ignorant *(What assessment report?)* and resented being left in the dark. The reverse can be equally true. For example, one district in which a faculty member was married to a board member, took home a handout which the board had not yet seen. All audiences should be informed as close to the same time as possible. When one audience gets results, in effect, the others do too–at least indirectly.

Along with coordinated timing, one must have coordinated content–sharing the good and the bad, and not playing one audience against another. One cannot, for example, select all the positive results to present to the board and select all the negative findings to use as a weapon against a faculty or a teachers' association.

One other factor to consider is your knowing what nearby districts are doing. If a neighboring district issues a press release, and you have not yet considered a plan of action, you are in an unenviable position. It is ideal to check with your colleagues and cooperate on timing and content of these releases.

APPENDIX C

NORMAL CURVE WITH Z-SCORES AND PERCENTILE EQUIVALENTS